DOCUMENT RESUME

ED 104 799 95 SO 008 297

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TITLE Stability and Change: Through Ideas, and Non-Violent Action. Grade Eleven, Unit Two, 11.2. Comprehensive Social Studies Curriculum for the Inner City.
INSTITUTION Youngstown Board of Education, Ohio.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE Jun 71
NOTE 101p.; For related documents see ED 070 693 and SO 008 271 through SO 008 300; Not available in hard copy due to marginal legibility of original document

EDRS PRICE MF-$0.76 HC Not Available from EDRS..PLUS POSTAGE
DESCRIPTORS Citizen Role; Conflict Resolution; Demonstrations (Civil); *Dissent; Grade 11; Group Relations; Learning Activities; Peace; Secondary Education; *Social Change; *Social Problems; *Social Studies Units; Teaching Techniques; Urban Education
IDENTIFIERS Elementary Secondary Education Act Title III; FICSS; Focus on Inner City Social Studies

ABSTRACT

The second unit of the 11th grade section of the FICSS series (Focus on Inner City Social Studies -- see SO 008 271) examines social change in the United States through ideas and non-violent protest. The unit looks at the peaceful protests portrayed in politics, art, music, and writing demonstrating that peaceful protest is an accepted part of American life and that respecting the rights of others with differing opinions is an important aspect of society and change. Examples are given of men and groups who affected change through peaceful activism. The lessons begin with early historical protests and end with current contemporary concerns of immediate interest to the student. The content of the unit includes an introduction; required materials for the successful completion of the unit; knowledge, skill, and behavioral objectives; learning activities; and supplementary materials for both students and teachers. (JR)

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STABILITY AND CHANGE: THROUGH IDEAS AND NON-VIOLENT ACTION

GRADE ELEVEN, UNIT TWO

II.2

according to the
"Comprehensive Social Studies Curriculum for the Inner City"
as developed by

PROJECT FICSS
(Focus on Inner City Social Studies)
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The work presented or reported herein was performed pursuant to a grant from the U.S. Office of Education, Dept. of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office or Education and no official endorsement by the U.S. Office of Education should be inferred. Project No. 6090

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PROJECT FICSS

FOCUS ON INNER CITY SOCIAL STUDIES

Project FICSS is a federally funded investigation sponsored by the U.S. Office of Education under Title III of the Elementary and Secondary Education Act. It began on June 12, 1968, and is to conclude in June, 1971.

Purposes

According to the project proposal, the purposes of this investigation are:

1. to construct a K-12 inner city social studies curriculum.
2. to develop new materials and/or adapt available materials designed to implement the new curriculum, to field test these materials, and revise them as necessary.
3. to promote in selected central city school systems change in social studies curriculum and instruction which is in accord with the needs and problems of an urban society.

Organization

The grant was awarded to the Youngstown Public Schools in conjunction with four other northeastern Ohio school districts, Akron, Canton, Mansfield, and the Youngstown Diocese. Under the directorship of Dr. Melvin Arnoff of Kent State University, the original designer of the project, the five district social studies coordinators worked in concert to select a five-man team from each school district. These teams met together full time in the summers and part-time during the academic year. As a group they received the necessary input and participated in studies which helped prepare them for the challenging task of developing a social studies curriculum design for the inner city. In order to do this they needed to become knowledgeable in curriculum theory and the problems of the inner city.

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Temporary Products

At the end of the first summer study, some materials were developed for use by the schools during the ensuing year. These, however, are no longer in print since they were intended as temporary materials. They were designed to meet specific immediate needs in the direction of providing some modest corrections within the prevailing social studies curriculum of the participating schools to better balance the treatment of minority groups.

Developing the Curriculum Design

Following a series of conferences held during 1968-69 the unit writers from the five school systems had arrived at a tentative K - 12 curriculum design. This design was reviewed by lay and professional persons as well as a 60-man Board of Reactors. It was subsequently revised and expanded to include more detailed outlines of the specific units of each grade level. The curriculum design was finalized on April 14, 1970. Even this design, however, has not been sacrosanct. As the writing of individual units progressed, it became clear that some units were part and parcel of others, some lacked sufficient content to stand on their own, and others could be better written by revising the intended content. The final design, therefore, is the product of investigation, speculation, review, and revision in accord with practical pedagogy.

Unit Development

As was indicated above, the first products of this project were temporary units intended as first-aid to the obviously unbalanced curricula of the participating schools.

After the major portion of the curriculum design was completed during the summer of 1969, six units were developed to be classroom tested during the 1969-70 academic year. Sufficient data were collected on these units as they affected classroom achievement and attitudinal changes to permit judicious revision of the materials toward making them more effective in realizing the aims of the curriculum.

The major portion of unit writing was completed during the summer of 1970. During this time, all of the previously prepared units were revised or modified to be in accord with the April 14, 1970 design. Approximately 50 of the 69 units of the K - 12 design were prepared by the end of the 1970 seven-week writing session. Thirty-six of these units were thoroughly edited and prepared for utilization in 108 classrooms in the five participating districts during the 1970-1971 school year.

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Evaluation

The effect of these materials was evaluated by means of a design developed in accord with guidelines specified by the Division of Research, Planning and Development of the Ohio State Department of Education. The design called for the administration of an attitude and an achievement test prior to and following the teaching of the first semester units at each grade level, grades 1-12. While the cumulative effects of these units was being evaluated in one set of classrooms, a modest idea of the effect of each unit was being gained through the administration of achievement post-tests following the teaching of individual units in a second set of classrooms. (Although a pre-test post-test design would have been preferred, financial and other considerations obviated this possibility.)

Refining the Curriculum Design and Units

After the first semester units were classroom implemented and evaluated, the data were analyzed and utilized in unit revision. The units developed for the second semester were used in many classrooms, however, complete data on the effectiveness of these materials were not collected due to financial restraints and the improbability of immediately utilizing the data for unit revision prior to the legally imposed concluding date of the Project, June 11, 1971

Utilization of the FICSS curriculum Design and Units by Other School Districts

It is the firm conviction of the Project staff and unit writers that the FICSS curriculum makes a significant contribution toward developing a relevant social studies curriculum in Grades K--12. Relevancy here refers to the ability of a curriculum to enable pupils to comprehend the front pages of the newspapers, to understand the variety of ethnic and national cultures and aspirations of the peoples of America, and to be able to deal intelligently with the public and personal issues which are germane to all of these areas.

Consequently, every school system is encouraged to review the products of Project FICSS and, should it find materials in harmony with its view of what is needed in the curriculum, to use these in part or in total, to adopt and/or adapt them as its sees fit. This way Project FICSS will truly have served as an exemplary project.

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INTRODUCTION TO THE ELEVENTH GRADE CURRICULUM

The emphasis in social studies rightfully belongs on people. While in the tenth grade, pupils studied the economic and political institutions which structure the dimensions of man's existence, the eleventh grade is more integrally concerned with the ideas, feelings and hopes of man which can lead to the development of his institutions.

The major question to be investigated in the eleventh grade units is "How do the forces of stability and change interact in American life?" This is the same, in part, as asking, "If I do something to you, what will you do to me and under what conditions?" How much stability does man need: How much change can he stand: How long will anachronisms continue to live while their functions have died; how long will those with vested interests be able to dominate political and social decisions to their own belief and to the detriment of the greater part of mankind? The eleventh grade is a study of these human forces which gave rise to or impeded the creation of new forces, some of which were set forth in enduring documents. And were the documents not also a force: What was the action and reaction to them?

The focus continues to be on people and the way they seek to achieve their ends, to fulfill their needs. What are the ways in which man can grease or brake the wheels of change? Some of them are peaceful while others are violent. How do other people react to the utilization of these various kinds of strategies for change?

And what is the effect of media on the change process? Do media report or make news, can they be considered as an accurate source or information? What are the biases which are likely to be found in the media? Why? Are there alternatives?

At a time when young and not so young are impatient with creeping progress, with faltering attempts to bridge the gap from the democratic ideal to the democratic reality, it is appropriate

that students examine the system as it is designed. In this way they will be better able to find meaningful paths to change. They will be able to consider the alternatives to working within the system and the consequences to themselves and to the development of human society.

Specifically the units of this grade are:
11.1 Stability and Change: An American Life Style
11.2 Stability and Change: Through Ideas and Non-Violent Action
11.3 The Harvest of Violence
11.4 The Role of Media in Stability and Change

The first unit of grade eleven focuses on the forces of stability and change which culminated in the creation of the major ducuments which are the foundation of a uniquely American life-style. What human forces created these documents? What was the dream of their creators? From the struggles entered into by our founding fathers, can we gain insight into the basic nature of man? Can we really begin to understand ourselves with our need for security, with our ideals for justice, and with our delight with privilledge? A study of the forces of stability and change is in effect a miniature study of man himself.

The events leading up to the Declaration of Independence are classic in revealing man's struggle against a tyrannical government. Inherent in this struggle is the principle of man's right to be governed with his consent. Eloquently one sees unfolding the dream of a government which seeks to serve its subjects as they search for a share of happiness.

The Articles of Confederation illustrate early attempts to design a government too weak to oppress. The document is a reaction to tyranny. But an emasculated government is not a sufficient agent to promote the public welfare. Having learned from this period of confusion, the people were ready to frame a stronger central government spelled out in the Constitution.

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SCOPE OF UNIT 11.2

Non-violent protest is the theme of the second unit for the eleventh grade. It follows the first unit's consideration of the American life style, that unique system by which Americans can operate within the system of laws and custom in order to assure that their government does indeed rest on the consent of the governed. The unit considers many ways citizens and groups can make their wishes known to their representatives so that orderly change can be effected.

Students will look back in time and out into the world for examples of non-violent protest against the status quo. Foundation studies of Gandhi, Thoreau and Martin Luther King provide the philosophical and action examples of men who affected change through peaceful but not passive action. The effectiveness of group action for change is considered in an investigation of the methods of the NAACP, CORE, and SCLC. Each of these groups approached the problem of making effective demands for black civil rights in different ways. This, of course, is not the only context for considering the use of non-violent change. It is, however, one of the most relevant. Students will be able to discover the strategies used and to evaluate the results of each tactic. Social commentary by writers, artists, musicians and comedians brings the need for change to the attention of everyone. In moments of relaxation and "escape" we get a message from our entertainers, "All is not going well, things have to change".

And finally, there is a do-it-yourself case study of the action and reaction pattern in the anti-war movement. Vice President Agnew and the "silent majority" on one hand and the Peace Mobe on the other. Students will have a chance to consider a movement that is as new as tomorrow, and one in which every American is involved.

Introduction to a Unit Teaching Strategy Incorporated in FICSS Units

Suggested Teaching Procedures and Introductory Activities

Teaching Procedures

1. These units are based on a depth study strategy approach. It is felt that this method is consistent with the "learn by doing" theories of John Dewey, which have been corroborated by Piaget.

2. The basic steps for this strategy consist of introductory activities conducted by the teacher which excite the interest of the student and cause him to ask questions about the new study. These questions serve as an introduction to the scope of the topic.

3. The students, working in groups or individually, research the questions they have raised and categorized. Each student contributes to the committee work in his own special way and at the same time, develops the ability to work in a group situation.

4. One of the most easily recognized trends in the development of recent thought in social studies education is that which is directed toward providing inquiry experiences for the pupil. In these experiences students would not necessarily be told the meaning of the data they would encounter nor would the data necessarily be presented to them. They would have to search for it and to bring meaning to that which they found. From this description, then, it is seen that the depth study strategy proposed here is in concert with the spirit of inquiry.

5. When the group prepares its presentation for the class, they have many occasions to review and restructure their information. After hearing each of the presentations the teacher leads the class in an overview and helps them gain perspective on the topic. The facts gained are used to develop hypotheses and generalizations. Again the facts and understandings are used to develop the culminating activity. Although each of these activities is somewhat different, they all are forms of review or reuse of acquired information. The student, then, is involved in no less than three opportunities to recall and use the new data. Each time, of course, the information is called for in a new context.

6. In a depth study approach, the teacher assumes the role of the structurer of learning activities. In addition, the teacher is the most readily available resource person, both for process and content. The class could conceivably ask the teacher to talk to them about a specific topic or to discuss a film or filmstrip. If the teacher has had special experiences which are pertinent to the study, the class may call upon him to show slides or to deliver a special talk.*

*Information taken from a monograph by Dr. Melvin Arnoff.

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AN OUTLINE OF A
TEACHING STRATEGY INCORPORATED INTO FICSS UNITS

PHASE	PURPOSE
I. Introduction	To motiviate students.
II. Raising of Questions	To list students' questions.
III. Categorization of questions by students	To organize ideas. To provide experiences in critical thinking.
IV. Formation of and instructions to committees	To form groups for social or psychological ends. To place responsibility for learning upon the shoulders of students.
A. Tasks	To let students know they are defining, pursuing, and reporting their own study.
B. Roles	To aid students in identifying desired organizational schemes for small groups and to help them define the responsibilities and behaviors of leaders and group members.
C. Methods of Researching Information	To aid students in locating, recording, organizing and presenting information.

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PHASE	PURPOSE
V. Information Retrieval	To allow students the opportunity to answer their own questions, to employ their library skills, to develop critical thinking and logical organization of data.
VI. Committee Reports	To develop and rehearse the presentation to the class.
VII. Perspective and overview	To hear the reports of each committee which has sought answers to the questions of the class.
VIII. Developing Hypotheses and Generalizations	To integrate the findings of the committee reports, to note trends, likenesses and differences when compared with other examples known by the students.
IX. Culminating Experiences	To study the information presented to discover some basic principles of the social sciences which may be operant.
	To gain further perspective and to enhance recall.*

MINIMUM ESSSNTIAL MATERIALS
(FICSS KIT)

	Resource	Teacher	Pupil	Cost
1.	Nobody Knows My Name, James Baldwin Dell Paperback @ 50¢	1		$ .50
2.	Notes of a Native Son, James Baldwin Bantam Paperback @ 95¢	1		.95
3.	Go Tell It on the Mountain, James Baldwin Dell Paperback @ 60¢ each	1		.60
4.	What Manner of Man, Lerone Bennett Chicago: Johnson Publishing Co. @ $5.95 each	1		5.95
5.	Manchild in the Promised Land, Claude Brown Macmillan, 1965, Signal peperback @ 95¢		1	.95
6.	Son of the Great Society, Art Buchwald Crest Fawcett World @ 60¢ each		1	.60
7.	Then I Told the President, Art Buchwald Crest Fawcett World @ 60¢ each		1	.60
8.	Freedom -- When? , James Farmer New York: Random House, Inc. @ $4.95 each	1		4.95
9.	The Life of Mahatma Gandhi, Louis Fischer New York: Eollier MacMillan 00283 Paperback, @ $1.50 each		4	6.00
10.	Shadow That Scares Me, Dick Gregory Bantam Paperback @ 75¢ each		1	.75

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	Resource	Teacher	Pupil	Cost
11.	Write Me In, Dick Gregory Dantam Paperback @95¢ each		1	$ .95
12.	Where Do We Go From Here: Chaos or Community?, Martin Luther King, New York: Harper and Row, Dantam Paperback, @ 90¢ each		4	3.60
13.	Nonviolence in America, Staughton Lynd New York: The Dobbs Merrill Co., Paperback @ $ 3.45 each		4	13.80
14.	Gandhi on Non-Violence, Thomas Merton, ed. New Directions Paperbook, New York: @ $1.50 each		4	6.00
15.	The Great Dissenters, Fred Reinfield New York: Thomas Y. Crowell Co., @ $2.95 each	1		2.95
16.	The Quiet Battle: Writings on the Theory and Practice Of Non-Violent Resistance, Mulford Sibley Boston: Beacon Press, @ $2.95 each		2	5.90
17.	Records or Tape			
			TOTAL	$55.05

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OBJECTIVES

Knowledge

The pupil will know that

1. Mahatma Gandhi led the people of India in a non-violent resistance against the British rulers.

2. Gandhi's techniques are also called passive resistance and civil disobedience.

3. Satyagrapha means "truth force" or "love force".

4. The principles of satyagrapha used by Gandhi's followers were:
   a. Vow of truth, non-violence, chastity, and control of palate.
   b. Non-thieving or using only enough food for one's sake.
   c. Work for education to be given in Indian languages, not English.
   d. Using only local products.
   e. Getting rid of the caste designation "untouchables".

5. The techniques used by Gandhi were civil disobedience, boycotts of British goods, and fasting to achieve a concession from the government.

6. Henry David Thoreau was an American naturalist.

7. Thoreau was an early advocate of living the simple, uncomplicated life.

8. Thoreau opposed slavery, and his opposition to the government was a form of non-cooperation.
   a. Refused to pay poll tax.
   b. Never voted.
   c. Wrote and lectured about his opposition.

9. Thoreau wrote books and essays advocating civil disobedience.

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Objectives (cont.)

10. Thoreau felt that a man should not feel obligated to boey the law of the land of it were contrary to his conscience.

11. He felt that any man who did so should be willing and ready to suffer the consequences of his act.

12. Thoreau wrote Civil Disobedience, which explained his views.

13. The writings and acts of Gandhi and Thoreau were important references for black workers' civil rights in the 1960's.

14. Martin Luther King was an advocate of non-violent protest.

15. King was deeply influenced by the teachings of Jesus and Gandhi.

16. Martin Luther King led his people in non-violent techniques for getting civil rights.
    a. Bus boycott in Montgomery, Ala.
    b. Peaceful protest marches in the South.
    c. Sit-ins at lunch counters.
    d. Voter registration at Selma, Ala.

17. King and his followers were beaten, harassed and arrested by those who opposed granting blacks their rights.

18. The non-violent methods used in the 60's did secure change.
    a. Federal voting laws.
    b. Legislation against discrimination in use of public or commercial facilities.
    c. Court decisions enforcing equal rights.

Objectives (cont.)

19. After 1965 blacks began to lose faith in King's non-violence. They considered it to be ineffective because white people did not respond to it.

20. The civil rights movement in the South used non-violent techniques effectively, but these techniques were not considered effective by blacks in the North.

21. The NAACP directs its efforts to court cases and legislation mainly.

22. The NAACP is an organization which seeks to eliminate segregation and discrimination.

23. CORE, the Congress of Racial Equality, was a leading group in the civil rights struggle.
    a. Staged sit-ins b. Freedom riders

24. James Farmer and Floyd McKissick are leaders of CORE.

25. SCLC, the Southern Christian Leadership Conference, was founded by Martin Luther King.

26. This is a church-oriented black civil rights organization.

27. The SCLC uses sit-ins, love-ins, boycotts, and demonstrations to bring their causes to public attention and to influence the government.

28. Pete Seegar is a folk singer, his best known songs with messages are "The Hammer Song", "This Land is Your Land", and "Study War No More".

29. Arlo Guthrie is a folk singer who sings anti-establishment songs, particularly "Alice's Restaurant".

30. "Alice's Restaurant" tells of Guthrie's arrest for littering and his effect on his draft status.

31. Joan Baez and David Harris use her musical talent and fame to spread their anti-war sentiments in the media.

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Objectives (Cont.)

32. The Beatles sing about alienation and loneliness of people in modern society.

33. James Baldwin is a black writer whose topics include the alienation of black people, and white racism's effect on black people.

34. Baldwin's books on these topics are "Native Son", "Go Tell It On the Mountain", and "Nobody Knows My Name".

35. Claude Brown wrote Manchild in the Promised Land, a story of his early life in Harlem.

36. Claude Brown was a juvenile delinquent who spent time in reformatories as a youth, and who was so appalled by the drug problem and the hopelessness of ghetto life that he left Harlem, got an education, and wrote about Negro problems.

37. Pablo Picasso is a world famous painter and sculptor.

38. Picasso was at one time a Communist. He expressed his beliefs in his paintings.

39. Picasso's lithograph of the dove became the symbol of world peace movements.

40. "Guernica" is Picasso's most famous anti-war painting.

41. Political satire is the use of humor to ridicule political figures.

42. Satire is an effective form of protest used by such modern comedians as Mort Sahl, Dick Gregory, and Art Buchwald.

43. Mort Sahl and Art Buchwald use humor to satirize the government.

44. Dick Gregory and other black commedians express protest against racism.

45. Dick Gregory uses his income from performances to aid in his civil rights activities.

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Objectives (Cont.)

46. Dr. Benjamin Spock became famous by writing a book about how to raise babies and children about 20 years ago.

47. Dr. Spock became an ardent critic of administration policies in Viet Nam and was arrested and tried for conspiracy to encourage men to evade the draft.

48. Dr. Spock has devoted his post-retirement time to the anti-war movement.

49. Vice President Agnew is the spokesman for President Nixon's administration.

50. Agnew tries to influence public opinion mainly by making speeches.
    a. Attacked news media for "distorting the news".
    b. Criticized news analysts.
    c. Called intellectuals "and effete corps of impudent snobs".
    d. Campaigned in 1970 against "rad-libs".

51. President Nixon and Vice President Agnew call their supporters "the silent majority.

52. Mr. Agnew's speeches were effective in uniting the conservative forces of the nation - and in polarizing opinion.

53. Polarizing means getting people to take a firm stand on one side and a directly opposite side of an issue. It tends to eliminate the possibility of compromise.

54. The Peace Move is an anti-war group, mainly of college students and their followers.

55. When Peace Move demonstrations against the war occur, the reaction soon follows as those who oppose their views stage their own demonstration.

56. The actions of a group with strong views on an issue usually produce reaction from those the disagree with them.

57. Dissent is disagreement with policy.

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Objectives (Cont.)

58. Peaceful non-violent dissent is legal in the United States.

59. The American life style includes an acceptance of peaceful dissent.

60. Dissent can be expressed in several ways that are acceptable with the system:
    a. Writing letters to legislators or executives of government.
    b. Writing letters to newspapers or magazines.
    c. Gathering signatures on petitions and sending them to legislators or executives.
    d. Peaceful marches.
    e. Sit-ins and similar demonstrations.
    f. Forming organizations to advance certain views.
    g. Lobbying.
    h. Making signs posters or banners.
    i. Making speeches.
    j. Writing books, articles, songs, poetry.
    k. Performing as an entertainer expressing your views.
    l. Any form of non-violent protest that is not endangering the rights of others.

61. Non-violent protest uses persuasion rather than force to effect change.

62. Advocates forces of stability and advocates of change all use these legal non-violent strategies to try to influence public opinion and to keep the government responsive to their needs.

Skills

The pupil will be able to:

1. Give examples of techniques of non-violent protest.

2. Distinguish legal forms of protest from illegal forms.

3. Identify some present day people and groups who use non-violent techniques to influence public opinion.

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Skills (Cont.)

4. Illustrate the idea that "action produces reaction" with examples.

5. Use one or more of the non-violent techniques to attempt to win some public to his own beliefs.

6. Identify music and writing that express the need for change.

7. Evaluate the effectiveness of various non-violent techniques for change and stability.

Attitudes

The pupil will:

1. Believe that it is an accepted part of the American life style to seek change through peaceful means, as evidenced by his ability to identify legal and desirable techniques of affecting opinion.

2. Understant that every American has a right to express his opinions as evidenced by his acceptance of differing views in the classroom situation.

3. Believe that it is his right as an American to dissent peacefully as evidenced by his willingness to write a letter to his legislator or some other official expressing his views.

4. Understand the dangers of polarized thinking as evidenced by his willingness to modify his own views and to listen to the other side.

Behavior

The pupil will:

1. Respect the rights of those whose opinions differ from his.

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Behavior (Cont.)

2. Express his opinions more freely.

3. Practice non-violent techniques.

4. Encourage other students and adults to use peaceful forms of protest.

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STRATEGY	LEARNING ACTIVITIES	MATERIAL

1. Introductory Activities

Since this unit follows the first eleventh grade unit directly, there will be less need for elaborate introduction. The bulletin board now should stimulate interest in non-violent methods of affecting opinion and effecting change in our society.

Idea 1. We urge that the students make up the bulletin board.

The teacher may simply suggest that the next emphasis will be on peaceful forms of protest and that the bulletin board needs to show a wide variety of examples. Perhaps several students can work together to make a montage.

--------a montage hodge podge of: pictures of folk singers, record jackets, book jackets, ecology photographs, peace signs, American flags, hard-hats and hippies, cartoons,
--------we won't list too many because the whole idea is that the students must do it themselves, as they see it.

Idea 2: The montage might be supplemented by signs and posters advocating anything -- some of the bumper stickers already in use -- or some original ones.

Idea 3: If someone can play a guitar and sing a folk song, and someone else can draw a protest picture, and someone else can bring in a couple of records, you might stage a brief concert in the class.

Idea 4: Advertise GURU MAHATMA COMING TO ROOM 222 TO TELL US WHERE IT'S AT. Dress up a skinny boy in a sheet, give him a staff and let him be the Guru. Maybe several students will be able to work out a skit in which the Guru is consulted by a couple of hippie types - or violent types. Don't get into the topic too deeply.

THE PURPOSE OF THIS IS NOT TO TEACH THE UNIT BUT TO STIMULATE QUESTIONS

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STRATEGY	LEARNING ACTIVITIES	MATERIAL
II. Raising Questions	The introductory activities will refocus the continuing study of American life styles of stability and change to a consideration of non-violent protest. The class should be able to pose questions which they will want to investigate in the study. There should be many questions generated by a topic that is so crucial and current in American society. The important thing at this time is to limit the present study to non-violent ways that Americans can use to "work within the system". The following list includes some that are typical of those that might be proposed during the questioning period. 1. Where did the ideas and techniques of non-violence begin? 2. How do some groups work to influence opinion and get change? 3. How do artists and singers and writers influence opinion? 4. What is the nature of the peace movement in America? Is it having any effect on the leaders? If the class wants to consider people and groups which advocate violent means of achieving change, you might remind them that the focus of this unit is on peaceful and legal means and the topic of violent methods will be handled in the following unit.	

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STRATEGY	LEARNING ACTIVITIES	MATERIAL
III. Categorizing Questions	Questions raised by the students must now be organized into meaningful categories so that committees can be set up for the study. Students can identify the main topics which will be investigated and list pertinent questions for each topic. Any organization that they may decide to use will be acceptable. The one chosen for this resource unit considers the following topics. There is so much material available that the class can be encouraged to expand it to suit their own interests. Committee A -- Philosophy and History ----------Pink Section Committee B -- Groups Work For Change ----------Green Section Committee C -- Protest Through The Arts ----------Yellow Section Committee D -- Peace Movement In America ----------Blue Section	

00025

STRATEGY	LEARNING ACTIVITIES	CONTENT
IV. Formation of and Instructions to Committees 1. To identify the necessary tasks of the committees.	The students may wish to work in groups to pursue those topics which most interest them. The content might also be revealed through a more traditional approach, but the FICSS unit writers believe it of great importance that pupils learn the skills and the problems associated with cooperative efforts. Thus they recommend the committee as the agent for seeking factual information. The committee organization also allows for individual excellence, especially as it is perceived as effecting group goals. <u>Activities</u> Discuss and decide on something like this: Class discussion concerning: 1. The tasks of a committee 2. The roles of committee persons 3. The sources of information	A. Tasks of Committees 1. Organize committee a. Random selection by teacher or students. b. Ranking by students of choices on slips of paper. c. Using sociograms to achieve balance within a committee (may be homogenously or heterogeneously based). 2. Utilize class questions as starting point for planning committee work. 3. Add new questions suggested by committee members. 4. Assign research, find information, coordinate information, develop and present.

92000

STRATEGY	LEARNING ACTIVITIES	CONTENT	MATERIALS
2. To determine desired roles in committee operation.		B. Roles in a Committee 1. Leader a. To help make everyone become a part of the group. b. To let everyone have his turn at the "good" group jobs. c. To solicit ideas from all members of the group. d. To permit the group to decide which ideas are best. e. To keep the group moving to get its job finished in the best way it can. f. To help your group decide what its job is. 2. Group Member a. To help the leader carry out plans. b. To complete the work assigned him. c. To work without disturbing other group members. d. To ask other members for their ideas. e. To select only those ideas which help the group do its best work. f. To make other members of the group feel welcome.	

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STRATEGY	LEARNING ACTIVITIES	CONTENT	MATERIALS
3. To determine desired roles in committee operation.		3. Secretary a. Record group decision b. Verify motions and decisions c. Aid committee in coordinating research	
4. To identify sources for obtaining necessary information.		C. Finding information (See Section I) 1. Textbooks and books a. Use of index b. Use of glossary, appendix, map lists, illustrations 2. Encyclopedias a. Use of key works; letters on volume, index, class reference 3. World Almanac 4. Pamphlets 5. Pictures 6. Filmstrips 7. Charts, cartoons, posters, graphs 8. Records 9. Community Discussion possibilities for presentation: 1. Reports 2. Panel and round table discussions 3. Visual aids 4. Audio aids.	

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STRATEGY	LEARNING ACTIVITIES	MATERIAL
V. Information Retrieval All Committees A. For pupils to obtain answers to their own and group questions.	The following activities are designed to suggest a variety of ways pupils can derive their own information from sources. The activities may suggest interesting forms of reporting knowledge to the class. Process: 1. Committees determine scope of their tasks. 2. Committees assign different aspects of the work to students. 3. Individuals research their assigned topics. 4. Data are organized by individuals and committees. 5. Presentation to the entire class by the committees. Suggestions for research activities: 1. Consult books at the school library and the public library. 2. Collect magazine articles on the topic. (Ask PTA or other interested groups to supply the class with their used magazines-then there will be several copies of each to cut up for displays or transparencies). 3. Consult the Readers' Guide to Periodical Literature for current articles about the topic. 4. Collect records, books, and pictures of paintings that express protest. 5. Make a display of letter-to-the-editor in newspapers and magazines. If possible get examples of "pro" and "con" opinion on the same topic. 6. Put some quotations about non-violent means of effecting change on transparencies. 7. Make a ditto master giving the main points of the topic so that copies can be made for the whole class. 8. Make posters and write slogans of ideas that represent both change and stability.	

02029

STRATEGY	LEARNING ACTIVITIES	MATERIAL
V. Information Retrieval (Cont.)	9. Make a montage or collage of pictures that illustrate people, groups and ideas on one controversial topic. 10. Relate the forms of non-violent protest to the specific constitutional right it illustrates. 11. If a Student Bill of Rights was written for the previous unit, make a list of non-violent techniques for getting it adopted. 12. If no Student Bill of Rights was written, decide on one or two important changes you consider necessary in your high school. List all the ways your class could work to peacefully effect change. 13. Try them, and prepare to report on action and reaction. 14. Take a tape recorder and interview: How do they feel about peaceful dissent? a. Someone active in NAACP or CORE b. An anti-war worker c. A conservative - member of John Birch Society d. American Legion member e. Your principal f. A judge or lawyer g. A number of men-on-the-street 15. Make up a questionnaire about the right to dissent and give each member of the committee an assignment to distribute it and collect answers. 16. Invite someone with strong views on a topic to visit the class. Invite another person who has opposite views. 17. Collect recordings of protest-type songs. Make a ditto master of the words. 18. Visit a local art museum and look for reprints or postcard size prints of paintings studied. Some places may have slides you can borrow. 19. Look in the audio-visual catalogue for films about your topic, and then order them and preview.	

000030

STRATEGY	LEARNING ACTIVITIES	MATERIAL
V. Information Retrieval (Cont.)	20. Get copies (paperback) of the books by Baldwin, Buchwald, Gregory. 21. Get the records made by Mort Sahl and Dick Gregory. Listen to them and pick out parts that illustrate political satire. You might even put the best parts on a tape recording - or make a ditto master or transparency. 22. Collect photographs of the men and the demonstrations studied. 23. Prepare a debate on Peace Movement vs. Our Committments in Viet Nam. 24. Collect literature from civil rights groups and anti-war groups. 25. Collect literature from Wallacites - Birchers - other conservatives. 26. Write a skit showing how the action of one group provokes reaction from the opposing group.	

00031

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee A Philosophy and History	INDIVIDUALS: Mahatma Gandhi (1869 - 1948) I. Early experiences A. Born October 2, 1869, at Portlantrar, Kathiawat B. Married at 13 to illiterate girl C. Ate forbidden meat 1. Expected punishment 2. Instead forgiven by parents 3. Learned early the meaning of reconciliation D. Studied Law in England 1. First attempt was failure 2. Second attempt in South Africa was more successful 3. Discovered that, "the true function of a lawyer was to unite parties driven assunder" 4. This knowledge affected his whole life E. Personal experience with racial discrimination 1. On way to South Africa, he was asked to leave first class seat for a white passenger 2. When Gandhi refused, he was removed by force II. Early career A. Remained in Africa 21 years - (1893 - 1914) 1. In 1894 established the Indian Natal Congress a. Brought Indians together to face problems b. Gandhi wrote 2 pamphlets - "An Appeal to Every Briton in South Africa" and "The Indian Franchise" B. Brought family from India to Africa 1. Upon return to India in 1904, founded weekly newspaper - Indian Opinion 2. Gandhi felt he needed name for non-violent resistance so he advertised in his paper	Untermeyer, Makers of the Modern World, p. 389 Smith, Men of Peace, p. 284 Smith, Men of Peace, pp. 285-286 Sheean, Mahatma Gandhi, pp. 42-43 Sheean, Lead, Kindly Light, p. 106

00032

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee A Philosophy and History (Cont.)	a. Gandhi's cousin gave word "sadagrapha" b. Therefore, word ("satya" - truth "agrapha" - force) means truth-force or love-force C. First non-violent resistance 1. Transvaal government passed Indian fingerprint bill 2. Gandhi and followers refused to register 3. Protest marches followed and Gandhi wins case	Smith, Men of Peace, p. 284
	III. The technique of Satyagrapha A. Gandhi embodies principles in a set of vows 1. Vow of truth, non-violence, chastity, and control of palate 2. Nonthieving - (By this is meant not hoarding food except for the day because others were hungry) 3. Work for education in Indian tongue - (not English) 4. Swadeshi - using only local products 5. Work for removal of untouchability - person of low caste not permitted to touch higher class B. Not as yet put into practical use.	Smith, Men of Peace, p. 291 Fischer, The Life of Mahatma Gandhi, p. 142
	IV. Gandhi as a protest leader A. Worked for justice as he saw it 1. Boer War a. Felt sympathy for Boers but loyalty to England overruled this b. Organized medical corps 2. Zulu War a. Felt sympathy for Zulus but loyalty overruled his sympathy b. Organized amublance corps B. Opposition to British rule which took away some of the Indians' Civil Liberties brought about first Satyagrapha campaign 1. Many signed pledge 2. Indians not ready for peace - result was violence	Sheead, Mahatma Gandhi, p. 71

00023

STRATEGY		CONTENT	MATERIAL
V. Information Retrieval Committee A Philosophy and History (Cont.)		3. British took harsh reprisals (Culminating in a massacre at Amritsar - 379 Indians killed) 4. This incident changed Gandhi from a British supporter to an enemy	
	V.	The Independence struggle	
	A.	Gandhi advised "non-cooperation" through a religious and moral movement	
		1. Use of soul-force in place of brute force	
		2. Gandhi; by awakening the religious roots of the people was able to inspire a whole nation to achieve freedom	Smith, Men of Peace, p. 290
	B.	Gandhi objected to British treatment of Indians	
		1. A three-pound annual tax on any Indian in South Africa	
		2. Only Chirstian marriages recognized (Indians treated as if living in adultery with their wives)	
		a. Gandhi's solution was mass protest	
		b. Gandhi jailed	
		c. 50,000 indentured workers strike	Smith, Men of Peace, pp. 292-293
		3. December 18--Gandhi released	
		4. British relented and on June 30, 1914 - marriages recognized and three-pound tax abolished	
	C.	Gandhi urged India to reform	
		1. Only reform from within would permit India to gain freedom	Smith, Men of Peace, p. 293
		2. Established a satyagraha ashram	
		a. Modeled after Tolstoy Farm	
		b. No English clothing - only that of a peasant	
		c. Speak language of India	
		d. Acceptance of "untouchables"	

00034

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee A Philosophy and History (Cont.)	D. Gandhi jailed for march against salt tax - 1930 1. March 5, 1931, reached agreement 2. By calling off civil disobedience a. Won release of those jailed in Salt controversy b. Won permission for Indians to make salt on coast	Smith, Men of Peace, pp. 298-299
	E. British plan against separate electorate 1. Prejudice between Hindus and Untouchables 2. Announced fast unto death - September 20 3. Worked out compromise 4. After six days Gandhi - close to death - broke fast	
	F. Gandhi demanded independence early in World War II 1. Imprisoned 2. In 1943 undertook a 21-day fast 3. Released in poor health - 1944	
	G. In 1944 met with Mohummed Ali former leader of Muslims to promote Hindu-Moslem unity	Smith, Men of Peace, pp. 301-303
	H. In 1947 Gandhi's dream of united country shattered 1. Independence granted to India 2. However, Pakistan partitioned off 3. Gandhi's last protest - fast a. January 25, 1948, shot by fanatical Hindu b. Hindu feared program of non-violence	
	VI. Principles of Gandhism A. Principles of Satyagraha B. Ahimsa - (non-violence) C. Brahamacharya - (chastity) D. Self-suffering - (must be able to suffer or not really committed)	Sheean, Mahatma Gandhi, p. 86

00035

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee A Philosophy and History (Cont.)	Henry David Thoreau (1817 - 1862) I. His life A. Childhood 1. Born in Concord, Massachusetts on July 12, 1817 2. Early abolitionist influence a. Adopted the idea of abolition of slavery from his mother, who was a strong believer in this idea b. Held meetings at Thoreau's home for the abolitionist conspirators 3. Showed an almost pagan delight in nature a. Enjoyed exploring the woods and orchards b. Loved outdoor activities (swimming, boating, hunting, fishing) 4. Enrolled at Concord Academy at 12 5. Went to Harvard in 1833 where he graduated in 1837 -- (also started his journal in 1837) B. Manhood 1. Taught for a while, but soon resigned 2. Established a school with his brother John near Concord a. Thrived very well b. Abandoned upon the illness of his brother in 1841 3. Worked as a pencil maker and surveyor 4. Contributed some prose and poetry to a Trancendentalist newspaper, The Dial, without any pay 5. Became friends with Emerson a. Worked as a handyman b. Grew very fond of Lidian Emerson c. Continued working for Emerson until 1843 d. Was tutor for William Emerson's family until 1844	Salt, The Life of Henry David Thoreau, pp.1-55 Padover, The Genius of America, pp. 197-198 Krutch, Henry David Thoreau, pp. 63-121

00036

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee A Philosophy and History (Cont.)	C. Life at Walden 1. Built a cabin for $28.12 2. Remained at Walden for 2 1/2 years 3. Took up residence at Walden officially on July 4, 1845 4. Planted his fields with beans 5. Spent little money on clothes or food 6. Left Walden on September 6, 1847 D. Closing years 1. Wrote books and essays for enjoyment, but also as a means of protest against slavery 2. Gave lectures often to express his views 3. Died in Concord of Tuberculosis on May 6, 1862 II. Reasons for dissension A. Opposed to "flogging" a pupil 1. Ordered to flog pupils 2. Chose six pupils (good and bad) at random to flog 3. Resigned B. Opposed to either a wealthy or a complicated life 1. Moved to a cabin which he built at Walden Pond 2. Spent money sparingly 3. Read Bhagavad Gita and patterned his life upon its doctrines "Glad in all good they live, Nigh to the peace of God; and all those live Who pass their days exempt from greed and wrath Subduing self and senses, knowing the Soul!" C. Opposed the government because of its weak stand against slavery 1. Refused to pay his poll tax 2. Imprisoned, but released . . . the next day.	Encyclopedia Britannica, pp. 1074-1075 Hoff, Why They Wrote, pp. 35-36 Reinfeld, The Great Dissenters, pp. 125-126 Hoff, Ibid.,pp.43-45 Paul, Thoreau-A Collection of Critical Essays, pp. 37-52 Arnold, Bhagavad Gita, p. 33 Salt, Ibid., pp. 99-101

00037

STRATEGY		CONTENT	MATERIAL
V. Information Retrieval Committee A Philosophy and History (Cont.)		D. Opposed the Mexican War 1. Disapproved of the foreign policy of the U. S. in their war with Mexico 2. Believed that the war was an attempt to spread slavery	Thoreau, The Varlorum Civil Disobedience, pp. 12-16
	III.	Methods of Dissension A. Never voted nor paid poll taxes B. Gave lectures 1. Expressed his ideas on different laws or actions 2. Explained his actions C. Wrote essays or books 1. Civil Disobedience a. Can violate the law of the land when it comes in conflict with the law of the conscience b. Must be willing to take the full consequences of that action 2. A Plea for John Brown a. Arrested at Harper's Ferry b. Led to Brown's trial and execution 3. Slavery in Massachusetts a. First given as an address b. Brought about by the case of Anthony Burns D. Wrote a set of beautitudes against the president and the government "Blessed were the days before you read a president's message Blessed are the young for they do not read the president's message Blessed are they who never read a newspaper, for they shall see Nature, and through her, God".	Salt, Ibid, p. 99, 244 Cantwell, Famous American Men of Letters, p. 83 Atkinson, Henry Thoreau, the Cosmic Yankee, p. 150 Padover, Ibid., pp. 202-203 Thoreau, Ibid., pp. 19-20 Hoff, Ibid., p. 45 Harding, A Thoreau Handbook, pp 66-69 Madison, Critics and Crusaders, pp. 187-190

00038

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee A Philosophy and History (cont.)	IV. Accomplishments of dissent A. Exerted a strong influence abroad for civil disobedience 1. Mohandas K. Gandhi a. Began the movement for civil disobedience in South Africa b. Returned to India to lead the movement for civil disobedience there c. Won complete freedom for India in 1945 2. Resistance movement by the Danes against the Nazis a. Used Civil Disobedience as a manual of arms b. Through their action, were able to have freedom for the rest of the years during the Nazi invasion B. Thoreau's writings provided philosophical background for later civil rights efforts such as: 1. Boycotts against segregation 2. CORE founders read Thoreau	Harding, Ibid. pp. 59-60 Salt, Ibid, p. 152 Krutch, Ibid., p. 238 Salt, Ibid, p. 34 Thoreau, Ibid., pp. 20-22 Thoreau, Ibid., pp. 25-27

00039

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee A Philosophy and History (Cont.)	Martin Luther King, Jr. I. Early life A. Was born on January 15, 1929, in Atlanta, Georgia B. Was the son of Alberta (Williams) King, a school teacher C. Had a sister, Christine, and a brother, Albert Daniel D. Attended the all-Negro Young Street Grade School, a private laboratory school at the University of Atlanta, and the Booker T. Washington High School E. Enrolled in Morehouse College in Atlanta, the alma mater of his father and grandfather F. Was inspired by the college president, Benjamin Mays, and by his philosophy professor, George Kelsey, that a career in the church could be intellectually satisfying G. Was ordained a minister in his father's church in Atlanta in 1947 and was named an assistant pastor in the church H. Received the B. A. degree in 1948 from Morehouse College and entered the racially integrated Crozer Theological Seminary in Chester, Pennsylvania I. Won the Plafker Award as the outstanding student and the J. Lewis Crozer Fellowship for graduate study and was elected president of the senior class J. Obtained his B. D. degree in 1951 and decided to use his fellowship at Boston University K. Met Coretta Scott, a scholarship student at the New England Conservatory and married her on June 18, 1953, in a ceremony performed by his father L. Lived in Boston while Coretta completed her work at the Conservatory and Martin finished his course work and began research on his doctoral thesis M. Was awarded his Ph.D. degree from Boston University in systematic theology in June, 1955	Moritz, ed. Current Biography Yearbook, p. 221

00040

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee A Philosophy and History (Cont.)	II. Influential philosophers and religious leaders in his life A. Was deeply influenced by the teachings of Jesus of Nazareth B. Had been receptive in his reading to philosophers and religious leaders such as Walter Rauschenbusch, Hegel, Thoreau, E. S. Brightman, Tillich, and Reinhold Niebur C. Made several visits to India to talk with Mohandas K. Gandhi, whose passive resistance movement had helped to free India from British domination D. Had said, "From my Christian background I gained my ideals and from Gandhi my operational technique" E. Was impressed with the way in which Gandhi urged his followers to foreswear violence and to work for ultimate reconciliation with their opponents by returning good for evil and by openly breaking unjust laws and willingly paying the penalty III. Montgomery, Alabama A. Was still working on his dissertation when he accepted a post as pastor of the 400-member Dexter Avenue Baptist Church in Montgomery, Alabama and took up residence in that city in September, 1954 B. Was in Montgomery on December 1, 1955, when Mrs. Rosa Parks, a Negro seamstress, refused to give up her seat on a bus to a white person 1. Her arrest sparked a city-wide Negro boycott of buses and the establishment of a car pool to handle all transportation 2. The boycott, which lasted 392 days, was directed by the Montgomery Improvement Association, formed in early December	Moritz, ed. Current Biography Yearbook, p. 221

00041

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee A Philosophy and History (Cont.)	C. Accepted the presidency of the Montgomery Improvement Association and asked his followers to shun violence and to return hatred with love "If you will protest courageously," he said, " and with dignity and Christian love, when the history books are written in future generations, the historians will have to pause and say, 'There lived a great people -- a black people -- who injected new meaning and dignity into the veins of civilization.' This is our challenge and our overwhelming responsibility". D. Was almost one hundred percent successful in directing the boycott, but the people of Montgomery were determined to have revenge E. Found his home bombed when he returned from a meeting on January 29, 1957 F. Found that his wife, Coretta, and their young son were safe, but that his home was surrounded by a weapon-carrying crowd of angry Negores G. Told the crowd, "If you have weapons, take them home... We must meet violence with non-violence". H. Was instrumental in dispersing the potential mob and averting violence I. Was a leader in the moves sponsored by the Montgomery Improvement Association and the NAACP to question the constitutionality of the segregation laws J. Was rewarded when he was handed a news bulletin stating that a special three-judge U. S. District Court in declaring Alabama's state and local laws requiring segregation on buses unconstitutional"	Moritz, ed. Current Biography Yearbook, p. 221

25002

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee A Philosophy and History (Cont.)	K. Was aware of the importance of the Montgomery experience for American race relations. 1. Produced a new kind of leadership - young and indigenous to the southern Negro community, not tied to the funds and ideas of enlightened but remote northern whites 2. Raised the banner of non-violence for the first time in the Negro cause 3. Was the genesis of "direct action" as a technique in the movement for racial justice 4. Was a great demonstration of the effectiveness of social protest L. Was convinced that the law (the courts) and human expression of discontent had worked together to produce peaceful change	
	IV. Some activities after the Montgomery bus boycott A. Was elected president of the newly formed Southern Christian Leadership Conference (SCLC), an organization devoted to attacking segregation and all barriers to Negro voter registration in 1957 B. Was one of the leading speakers at a mass Prayer Pilgrimage to Lincoln Monument in an attempt to arouse executive and legislative action in the cause of civil rights C. Toured the North to help publicize his autobiographical documentary of the Montgomery struggle, Stride Toward Freedom D. Was stabbed in the chest with a steel letter-opener by a woman later judged to be criminally insane	
	V. King's involvement in Birmingham, Alabama A. Decided to resign his pastorship of the Dexter Avenue Baptist Church in order to pursue his commitment to the cause of civil rights B. Was in jail several times because of his civil rights activities	Moritz (ed.) Current Biography Yearbook, p. 222

00043

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee A Philosophy and History (Cont.)	C. Gained sympathy for the civil rights movement when television sets throughout the world showed "Bull" Connor, Commissioner of Public Safety, turning fire hoses and police dogs on Negro children who were non-violently demonstrating D. Won a victory for his people when, on June 19, 1960, President Kennedy sent to Congress the strongest civil rights bill in history	

VI. King's influence on the Sit-in Movement
- A. Made a major contribution in the structuring of student discontent
- B. Knew that reform movements in the Negro community were usually characterized by low specific heat -- tended to take flame quickly and die out quickly
- C. Decided to organize a Southwide conference of sit-in student leaders at Shaw University in Raleigh, North Carolina
- D. Stressed the need to "evolve a strategy of victory" and to develop
  1. Some type of continuing organization
  2. A nationwide campaign of selective buying
  3. A group of volunteers who will willingly go to jail rather than pay bail or fines
- E. Emphasized that the tactics of non-violence without the spirit of non-violence may become a new kind of violence
- F. Saw the actual beginning of sit-in demonstrations
  1. On February 1, 1960, at 4:45 P.M., four Negro students sat down at a lunch counter in Greensboro, North Carolina
  2. Eight days later, the sit-in technique spread to Charlotte
  3. Sixteen days later it began to leap across the South
  4. By the end of March, sit-ins had been staged at lunch counters, department stores, supermarkets, theaters, and libraries in every state of the South except Mississippi

00044

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee A Philosophy and History (Cont.)	VII. King's Leadership in March on Washington A. Was the leader in 1963, of the March on Washington, probably the greatest single demonstration for civil rights in the history of man B. Led an estimated 250,000 people, black and white at the Lincoln Memorial C. Delivered his crowning speech, "I Have A Dream" VIII. King -- Nobel Prize for Peace Winner A. Saw the award as a sign that world public opinion was on the side of those struggling for freedom and dignity B. Announced that his prize money ($54,000) would go into the civil rights movement IX. Work in Selma, Alabama A. Began work on voter registration campaign in the Black Belt of Alabama B. Started a Selma-to-Montgomery March to protest the slaying of Jimmie Lee Jackson, a black civil rights worker C. Resulted in the arrest of almost a thousand demonstrators D. Crossed Selma's Edmunt Pettus Bridge with about five hundred marchers when two hundred state troopers and sheriff's deputies threw canisters of tear gas and used night-sticks and whips E. Was witnessed by millions of televisions viewers and sent thousands of blacks and whites to Selma for a national campaign F. Generated a national pressure which President Johnson could not ignore 1. Told a nationally televised press conference that "what happened in Selma was an American tragedy" 2. Went before a rare joint evening session of Congress and called for immediate passage of voting rights legislation 3. Federal court upheld the right of King to stage a fifty-mile march from Selma to Montgomery	Moritz, (ed.) Current Biography Yearbook, p. 222 Bennet, What Manner of Man, pp. 228-9

00045

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee A Philosophy and History (Cont.)	4. Alabama Governor George Wallace announced that he could not protect the marchers, so President Johnson federalized the Alabama National Guard and dispatched a contingent of U. S. Troops 5. March ended four days later with a nationally televised rally on the steps of the Alabama State Capitol G. As a result of this King-led demonstration, the U. S. Congress passed a voting rights bill which authorized the President to suspend literacy tests and send federal examiners into Black Belt counties to register black voters	
	IX. Steps to Memphis, Tennessee A. After 1965, King's stature as a leader of civil rights movement began to diminish 1. He began to focus more attention on question of world peace 2. Events were emerging which were to change the entire focus of the civil rights movement, from the towns of the Deep South to the ghettos of the large northern cities 3. King's style did not adapt itself readily to needs and wants of northern Negroes B. Came to Memphis in April, 1968, to lend support to striking Memphis sanitation workers whose demands for wage increases and benefits were rejected by the white municipal government C. First march ended in failure when a gang of teen-age militants turned the rally into a window-smashing debacle D. Went back to try again and was ready to defy a court injunction against the march	Dennet, What Manner of Man, pp. 234-41

000346

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee A Philosophy and History (cont.)	X. Assassination A. On April 4, 1968, while speaking with friends on the balcony of his room at the Lorraine Motel in Memphis, he was shot once in the neck and killed by an assassin. B. He had once said, "If we are cut down in a movement that is designed to save the soul of a nation, then no other death could be more redemptive." C. His murderer, James Earl Ray, allowed guilty plea and was sentenced without trial 1. No evidence presented as to who was "behind" the murder 2. Ray "hinted" that he was paid to kill Martin Luther King D. Reaction to assassination 1. Riots in Washington, D.C. 2. School Closings 3. General feeling that non-violence doesn's work 4. Rise of black militency in U.S. Other people who might be included in this committee study: 1. Jesus 2. The Fathers Berrigan	

25000

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee B Groups Work For Change	ORGANIZED CIVIL RIGHTS GROUPS	
	NAACP --NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE	
	I. Purpose A. An organization seeking to end racial discrimination and segregation in all public aspects of American life.	Hughes and Norton, Fight for Freedom
	II. Objectives A. Abolition of lynchings B. Education of every child C. Right to vote D. Freedom to purchase property and to live in ar area of one's choice E. Travel without being segregated F. Acceptance to restaurants and hotels open to the public G. Admission to libraries, public parks, museums H. Dissemination to all America of information about difficulties of Negro citizens	Friedman, The Civil Rights Reader Ebony, 20:127-28 May 1965 Christian Century, 82: 626,May 12, 1965
	III. Legal Defense Work A. Court rulings to uphold constitutional rights B. New civil rights legislation when needed C. Creation of a climate of public opinion in favor of equal rights and human brotherhood	Annals of the American Academy,357: 97-101 January, 1965
	IV. Beginnings A. Slave revolts B. Early Negro convention C. Niagara movement D. Conference which called itself Nation Negro Committee held four meetings E. Second Annual Meeting of National Negro Committee adopted name NAACP	

000048

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee B Groups Work For Change (Cont.)	F. Definite purpose and objectives were established G. Incorporation under laws of New York State H. Many frustrations and prejudicies were encountered V. Progress A. 1910 was one year old with one National office and one branch B. When 10 years old, 310 branches C. When 50 years old, 1285 branches D. In 1961 there were 1,494 units all over America, including Hawaii and Alaska E. One year old, 329 members F. Twenty years old, 88, 227 members G. In 1961, 388, 334 members VI. Present-day objectives A. Equal job opportunity B. Housing C. Voting D. Education E. Transportation F. Public accommodations G. Health H. Church VII. Main target A. Complete elimination of second class citizenship VIII. Founded: 1909 A. Membership mainly white in beginning. Also included a few black men who had been active in W.E.D. DuBois' Niagara Movement.	Myrdal, American Dilema, p. 819 Lincoln, Negro Pilgrimage pp. 142-146 Quarles, Negro in Making of America, pp. 174-5; 210 Katz, Eyewitness, pp. 349-50,365-67

00049

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee B Groups Work For Change (Cont.)	CORE -- CONGRESS OF RACIAL EQUALITY I. Foundation A. Founded by James Farmer in 1942 B. Had its main office in New York and branches in other large cities in the United States II. Activities of CORE as Discussed in a Variety of Sources A. First sit-in B. Many other references throughout the book C. Freedom Riders D. School boycott E. Attempted traffic blockade F. CORE staff arrested G. Reorganization of Freedom Rides by James Farmer H. Sit-ins I. Freedom rides J. Sit-ins K. Sit-in technique L. Freedom rides M. Assembly of Committee of Inquiry in Washington N. CORE - today O. Modern concerns of CORE III. Present leadership A. Floyd McKissick, National Director since 1965, has pointed out that the phrase "black power" carries the implication that Negroes do not yet have as much political and economic action as they require, suggesting the formation of a Negro political party.	Farmer, Freedom -- When?pp. 53-65 Jacobs & Landau, The New Radicals, 325-330 Lomax, The Negro Revolt,pp. 122-146 Lynd, Black Protest pp. 255; 318; 324-27; 428 Young, Beyond Racism, p. 251

00050

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee D Groups Work For Change (Cont.)	**SCLC -- SOUTHERN CHRISTIAN LEADERSHIP CONFERENCE** I. Organization and Leadership A. Organized by Martin Luther King, Jr., in 1957 B. Led at present by Ralph Abernathy II. Purpose A. Strives to bring wrongs to the attention of the people through boycotts, demonstrations, sit-ins, love-ins, or any other means that is not violent. III. Rules for Volunteers Which Describe Goals A. Meditate daily on the teachings and life of Jesus. B. Remember that the non-violent movement seeks justice and reconciliation, not victory. C. Walk and talk in the manner of love, for God is love. D. Pray daily to be used by God in order that all men might be free. E. Sacrifice personal wishes in order that all men might be free. F. Observe with both friend and foe the ordinary rules of courtesy. G. Seek to perform regular service for others and for the world. H. Refrain from the violence of fist, tongue, or heart. I. Strive to be in good spiritual and bodily health. J. Follow the directions of the movement and the captain on a demonstration. IV. Present leadership and role A. Ralph Abernathy B. Poor People's march on Washington (slight success) C. Participation in civil rights, poverty, anti-war non-violent protests	Grant, Black Protest, pp. 419-420; 256 Lomax, The Negro Revolt, pp. 84; 92 Warren, Who Speaks for the Negro? pp. 41; 205

00054

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee C Protest Through the Arts	THE ARTS -- MUSIC	

PETE SEEGER (1919-)

I. Biography
- A. Born on May 3, 1919, in New York City
- B. Attended private schools in New York and Connecticut
- C. Entered Harvard at age of sixteen
- D. In 1938, left Harvard to travel the country
- E. Was drafted by the army in 1942; spent three years entertaining troops
- F. Reached stardom through musical ability
  1. Joined a group called the Weavers in 1948
  2. Sold millions of records
  3. Made many personal appearances
- G. Married Toshi Aline Ohta in 1943
  1. Toshi was of Japanese and Virginian parentage.
  2. They had two daughters and one son.

Moritz, Current Biography Yearbook, pp. 379-381

II. Use of Non-Violent Protest
- A. Music
  1. Educational records are produced by Folklore Research Films which was founded by Pete and his wife.
  2. Folk
     - a. "The Hammer Song"

       It's the hammer of justice,
       It's the bell of freedom,
       It's the song about the love between my brothers and my sisters,
       All over the land.
     - b. "This Land is Your Land"
     - c. "Study War No More"

Seeger, American Favorite Ballads, pp. 19, 30, 50

25052

WHERE HAVE ALL THE FLOWERS GONE?

Where have all the flowers gone? Long time passing.
Where have all the flowers gone? Long time ago.
Where have all the flowers gone? The girls have picked them every one.
Oh, when will they ever learn?
Oh, when will they ever learn?

Where have all the young girls gone? Long time passing.
Where have all the yourn girls gone? Long time ago.
Where have all the young girls gone? They've taken husbands every one.
Oh, when will they ever learn?
Oh, when will they ever learn?

Where have all the young men gone? Long time passing.
Where have all the young men gone? Long time ago.
Where have all the young men gone? They're all in uniform.
When will they ever learn?
When will they ever learn?

--Pete Seeger (1961)

000053

STRATEGY	CONTENT	MATERIAL
V. Information Retrival Committee C Protest Through the Arts (Cont.)	B. Appearances in Court 1. 1955 -- The sub-committee of the House Committee on Un-American Activities stated that Seeger was using subversive influences in the entertainment field. Seeger declared, "In my whole lifetime, I have never done anything of a conspiratorial nature and I resent being called before this committee". 2. 1961 -- He was indicted on ten counts of contempt of Congress. He denounced these accusations saying, "I have never in my life supported or done anything subversive to my country. I am proud that I have never refused to sing for any organization because I disagreed with its beliefs". 3. 1962 -- On May 18, the Court of Appeals acquitted him on all ten counts. However, he is still banned by some T. V. networks. C. Seeger sails to clean up the Hudson 1. The Clearwater sailed up and down the Hudson to campaign for stopping pollution of the river. At each port a party was held for young and old, black and white, rich and poor.	Look, Aug.26,1963 pp. 63-66
	ARLO GUTHRIE (1948-) I. Biography A. Twenty-two-year-old Arlo is the son of the beloved Woddy Guthrie, composer of a thousand songs of protest and hope. B. Born and reared in New York, he never saw his father perform. C. He was seven when Woody, a victim of a degeneration of the nervous system, entered the hospital where he remained until his death in 1967. D. Arlo carries the spirit of his father across the country, singing such Woody Guthrie songs as "This Land is Your Land" and "So Long, It's Been Good to Know You".	Newsweek May 23, 1966 p. 110

00054

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee C Protest Through the Arts (Cont.)	E. Woody's spirit informs everything Arlo sings, the traditional songs, impudent satires, Bob Dylan songs and songs that protest human inequities and the war in Vietnam. II. Style A. He plays the auto-harp, the harmonica, the banjo, fiddle, bass, clarinet, dulcimer, and twelve-string guitar. B. Arlo is not really a folk singer; he is in a newer, yet un-named category of a contemporary, largely satirical folk guitar-strumming singer of stories that carry anti-Establishment overtones. C. He uses generation-gap jargon so deftly that, for instance, in one song, The All-American Multi-Colored Rainbow Roach, he can sing about grass and drugs and the "heads of government" without so much as raising an adult eyebrow in the audience. D. Speaking of the war, he remarked, "If Nixon says the silent majority is supporting the war, let them (the silent majority) go." E. The following was his concluding remark at a press interview: "Everybody puts down hippies. In Czechoslovakia the hippies stood in front of the Russian tanks. I'm sorry, man, but I can't see any Congressman standing in front of a tank". F. An example of Guthrie anti-Establishment: Arlo is playing his autochord. From outside, there comes the sound of a siren. Arlo says in a stage shout, "The bust is on!" and then laughs and calmly picks up the discussion. "The idea of the Establishment is a lot more dangerous than the Establishment itself. This is the thing people are revolting against: the idea. I think when you can laugh at the Establishment, then it has no power. That's what we're trying to do here". He plucks some more, then cocks his head again	New York Times Jan. 22, 1968 p. 31 New York Times April 27, 1969 Section VI p. 57 Look, Feb. 4, 1969 p. 64

00055

New York Times,
"Great Songs of the
60's"
all words printed

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee C PROTEST Through the Arts (cont.)	JOAN BAEZ: Folk singer turned protester	Baez, Daybreak
	I. Biography	
	A. Father a Mexican intellectual	
	B. Mother "strange but beautiful"	
	C. Moved frequently as a child; lived in many states of U.S.	
	D. Started Institute for Study of Non-Violence, Carmel, Cal.	
	E. Jailed for Anti-draft protests in Calif.	
	F. Married David Harris	Time 91:48 April 5, 1968
	1. He was 21 yrs. old, student at Univ. of Calif.	
	2. Jailed for anti-draft protests in Oakland (where he met Joan)	
	3. Marriage	
	a. David under indictment for refusing induction	
	b. After ceremony couple left for tour of campuses to protest Viet Nam War	
	G. Protest Songs	
	1. Most famous "Blowin' in the Wind" written by Bob Dylan	
	2. Album (1969) "Any Day Now", protest songs	
	3. Appeared at Woodstock and in film	
	4. Best selling record "Where Have All the Flowers Gone"	
	H. Media Protest--Baez on Cavett Show	Sat. Rev 52:55 Aug. 23, 1969
	1. Husband was imprisoned for refusing induction (3 yrs.)	
	2. Baez read a letter from him on the TV show	
	a. Harris led hunger strike against prison authorities	
	b. His letter publicized brutality by prison guards	
	c. Baez spoke of revolution	
	1. "Not anything to do with name-calling, violence or guns but changing people's hearts and minds"	
	2. "I am a non-violent soldier who chooses to be a fighter but not to use weapons. We must learn to suffer but not to inflict suffering."	

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee C Protest Through the Arts (cont.)	3. Baez welcomes opportunities to appear on variety shows a. Sees each appearance as an "act of faith" b. Chance to communicate with middle-Americans to awaken them to what's wrong with the world. 4. Concert at Madison Square Garden (Aug. '69) a. Baez refused to let audience be "exploited"; set $2 limit on price of tickets. b. Garden sold out; thousands of tickets sold. c. Audience mostly young people d. On stage Baez announced an anti-war demonstration for the next day e. Talked about her jailed husband and draft resistance throughout concert f. Audience joined in "We shall Overcome" at end; "After the first notes the audience rose to its feet as though for the national anthem." 5. McCalls Magazine article spreads Baez ideas to housewives a. Written while she was pregnant and husband in prison b. To communicate her thoughts to American women (good pictures to display on bulletin board) 6. Look Magazine article reaches general public a. Article told story of Baez and Harris from start b. Presented their anti-draft, non-violent philosophy c. Story of Joan's Institute for Study of Non-Violence d. STory of their 16 mo. tour of campuses in behalf of non-violent resistance to the draft e. Letters written by Harris while in prison (excellent pictures for display) 7. Baez on film--"Carry It On" a. Film about last days of Joan and David before his imprisonment b. Joan, pregnant, begins tour to publicize resistance.	New Yorker Aug. 23, '69 p. 22 McCalls, Jan. 1970 p. 44 Look, May 5, 1970 p. 58+

000528

V. Information Retrieval

Committee C

Protest Through the Arts (cont.)

c. She attends a humanist conference
d. Appears at Woodstock
e. Visits David in prison

BLOWIN' IN THE WIND

How many roads must a man walk down before you call him a man?
Yes, 'n' how many seas must a white dove sail before she sleeps in the sand?
Yes, 'n' how many times must the cannon balls fly before they're forever banned?
The answer, my friend, is blowin' in the wind,
The answer is blowin' in the wind.

How many times must a man look up before he can see the sky?
Yes, 'n' how many ears must one man have before he can hear people cry?
Yes, 'n' how many deaths will it take till he knows that too many people have died?
The answer, my friend, is blowin' in the wind,
The answer is blowin' in the wind.

How many years can a mountain exist before it's washed to the sea?
Yes, 'n' how many years must some people exist before they're allowed to be free?
Yes, 'n' how many times can a man turn his head pretending he just doesn't see?
The answer, my friend, is blowin' in the wind,
The answer is blowin' in the wind.

Written by Bob Dylan (1962)
Recorded by Joan Baez

00059

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee C Protest Through the Arts (Cont.)	THE ARTS -- WRITERS	

JAMES BALDWIN (1924 -)

I. Early Life — Eckman, Furious Passage of James Baldwin, pp. 1-100
- A. Born in Harlem, New York City, in a typical ghetto area, "sociologically cast off and alienated from society".
- B. Was oldest child; assumed responsibility.
  1. Had three brothers and five sisters
  2. Began early to be a leader through necessity

II. Goals — Klein, After Alienation, pp. 147-195
- A. Hopes to make known the many worthwhile things which Negroes have done
- B. Wants recognition for Negro accomplishments
- C. Wants to bring the Negro into the mainstream of American society
- D. Is endeavoring to win for Negro all rights and freedoms as prescribed in the Constitution

III. Literary Works
- A. Novels
  1. Go Tell It on the Mountain (1953)
     - a. Expressed lifelong wish for Negro acceptance into American society
     - b. Demonstrated through story hero how Negro is kept from entering into society at large
  2. Nobody Knows My Name (1959) — Baldwin, Fire Next Time, Foreword
     - a. Discussed racial overtones in Atlanta, Georgia
     - b. Showed how those who were segregated were caught between Negro and white culture
     - c. Won Certificate of Recognition from Nation Council of Christians and Jews

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee C Protest Through the Arts (Cont.)	3. Giovanni's Room (1956) a. Portrayed invisibility of American Negro b. Stated that Negro is often not looked upon as American by foreigners	Klein, After Alienation, p. 149; 160
	B. Essays 1. Everybody's Protest Novel a. A speculative work on the dangers of spokesmanship b. Notation that Baldwin is not accepted by all blacks as their official spokesman 2. Native Son a. Book of essays, comparable in its effect on society to Harriet Beecher Stowe's Uncle Tom's Cabin b. Contains much satirical criticism of oppressors of blacks	
	C. Minor literary works 1. Essays, short stories and articles for newspapers and and magazines	
	IV. Participation in Non-violent Events A. Aided James Forman of SNCC in voter-registration drive of 1963 B. Gave speeches to groups to encourage them in their struggle for Negroes' rights	Echman, Furious Passage of James Baldwin, pp. 16-25
	CLAUDE BROWN (1937 -) I. Early Life A. Born in 1937 in Harlem 1. Eldest son of Southern emigrant 2. Born into typical ghetto life of ruin, rubbish, and poverty B. Acquainted with street life early -- learned of drugs, liquor, gang-fighting, robbery, and gambling C. Committed to various boys' reformatories	Newsweek, Sept. 12, 1966, pp. 25-26

00061

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee C Protest Through the Arts (Cont.)	D. Counseled and encouraged by prison officials E. Realized that he should work for advancement of blacks F. Expressed disgust with "drug scene" in Harlem II. Beliefs A. Negro deserves respectable place in our society 1. Defends black as a human being equal to white 2. Contends black skills are applicable to modern needs B. Society must eliminate every ghetto 1. Must provide sufficient housing for destitute 2. Must provide livable environment for all minority groups	Newsweek, Aug. 15, 1965, pp. 81-82 Look, Dec. 14, 1965 pp. 125-128
	III. Examples of Non-violent Protest A. Wrote celebrated Manchild in the Promised Land B. Testified on Negroes' behalf at committee organized by Senator Ribicoff C. Appeared with several others working for Civil Rights 1. Arthur Dunmeyer -- works for equality among all races 2. Ralph Ellison -- wrote Invisible Man, story of Negro feelings 3. Rev. Henry Brown -- white man working to improve conditions of ghetto dwellers	Time, Sept. 9, 1966 pp. 21-22
	IV. Present Work A. Continues his literary work B. Considers himself the "tribune to the nations"-- to express need for solving Negroes' problems and those of the suffering throughout the world C. Does not consider himself the major spokesman for the blacks	

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee C Protest Through the Arts (Cont.)	THE ARTS -- ARTIST PICASSO, PABLO RUIZ (1881 -)	

I. Biographical Sketch

A. Spanish painter, sculptor, and engraver, he was the greatest and most influential independent artist of the 20th century and the creator (with George Braque) of Cubism.

B. He was born on Oct. 25, 1881, at Malaga, Spain.

C. He attended the School of Fine Arts in Barcelona and the Royal Academy in Madrid.

D. His first major painting "Science and Charity" won high awards in Madrid and Malaga.

E. His paintings are chiefly real-life scenes, symbolical compositions, or affectionate but often haunted portraits of himself, his sister, fellow artists, and friends of the Bohemian world in Barcelona and Paris.

F. Until mid-1901 his principal subjects were scenes of popular and bourgeois life (cabarets, beer halls, bullrings, streets, restaurants).

G. Toward the end, Picasso's world became that of the suffering victims of society: prostitutes, beggars, drunkards, the blind.

H. In an effort to overturn the Renaissance tradition of eye-fooling naturalism and to initiate a form of pictorial representation based on a shifting viewpoint, a free approach to color and the right to show what one knows instead of what the eye sees, Picasso began Cubism.

I. The Spanish Civil War inspired the harrowing composition "Guernica", his first work with political overtones.

J. World War II is indirectly reflected in his paintings of the time -- morbid and bare still lives.

MATERIAL: Moritz, Current Biography Yearbook, 1960 pp. 1048-49

00063

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee C Protest Through the Arts (Cont.)	K. He commemorated the liberation of Paris with a free interpretation of "Triumph of Pan" and the horrors of the concentration camps with "The Charnel House". L. In 1945 he joined the Communist Party. M. In 1949 his "dove" lithograph was adopted as the symbol of the World Peace Movements. N. In the postwar years much of his work has been on the themes of war and peace and man's right to leisure and peaceful relaxation. O. These have been the themes of murals in a chapel in Vallauris, France, and at the UNESCO headquarters in Paris.	
	II. Protest as Shown in His Concept of Art A. In his use of cubism he went against the conventional and European ideas of painting 1. When form is realized it is there to live its own life. 2. A painting must be unique and separate, distinct and independent. 3. Customary forms and spatial relationships were turned topsy-turvy, reversed or tossed out altogether, as exemplified in his pictures a. "Three Dancers" b. "Three Musicians" B. He initiated a new breed of artists who found no use for moralizing or sermonizing in their art.	Read, A Concise History of Modern Painting, pp. 78; 154; 155 Life, Dec. 27, 1968, p. 52
	III. Protest as Evidenced in His Technique A. Use of indistinct outlines and of merging figures 1. Conventional European art had clear outlines and separate individuals. 2. Picasso packed figures into a tight area where foreground and background combined with no definite division. 3. Paintings had blurred boundaries between flesh and surroundings.	

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee C Protest Through the Arts (Cont.)	a. "Contemplation" b. "Lonely Pair at a Barcelona Bar"	Life, Dec.27, 1968 pp. 106; 44
	B. He was concerned more with light and shade than with color itself. 1. Besides black and white, Picasso used blues, pinks, and others. He made these colors appear harsh and brazen.	Read, A Concise History of Modern Painting, p. 71
	2. He seemed to throw many colors and shapes together on canvas. a. "Woman's Head" b. "Reservoir at Horta de Ebro" c. "Guernica"	Life, Dec.27, 1968, pp. 56; 90; 91
	IV. Protest Evidenced In Content and Style A. He used distorted forms to show his rebellion and individualism. 1. He was influenced by African art shown to him by his artist friends. a. "Les Demoiselles"	Life, Dec. 27, 1968 pp. 56; 90; 91 Life, Dec. 27, 1968, pp. 50; 52; 21
	2. He drew elongated features that did not conform with human anatomy a. "The Race" b. "By the Sea"	
	3. Used irregular shapes which conflicted with European art a. "Farmers' Wife on Stepladder" b. "Woman in Blue Dress" c. "Jaime Sabartes"	Read, A Concise History of Modern Painting, pp 158-9 (Pictures a and b)
	4. Used fierce and bold expressiveness and portrayed harsh realities a. "The Bleeding Christ" b. "Execution of 1808"	
	5. Mural "Guernica" expressed horrors of war and became famous throughout the world as a protest poster.	

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee C. Protest Through the Arts (Cont.)	B. He used a variety of optical views. 1. Fragmented views a. "Mandolin and Guitar" b. "Card Player" 2. Double views a. "Girl before a Mirror" 3. Multiple views a. "Portrait of Ambrose Vollaro" b. "Mandolin Player" c. "Girl with Mandolin" C. Picasso broke away from two main characteristics of European art. 1. The classical idea of human anatomy 2. The illusion of space based on the conventional laws of linear perspective which assumes that the viewer observes the scene from a fixed point. D. Picasso's "Guernica" 1. Famous anti-war painting 2. Symbol of dove became peace symbol	Life, Dec. 27, 1968 pp. 63; 18; 57; 17

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee C Protest Through the Arts (Cont.)	THE ARTS -- COMEDIANS	

SAHL, MORT (MORTON LYON)

I. Early Life

A. Morton Sahl, an only child, was born in Montreal, Canada, in 1927. — Moritz, Current Biography Yearbook, 1960, pp. 355-357

B. He was so interested in radio broadcasting that he used to play with discarded scripts from radio stations, but by the time he entered high school, he was interested in the military.

C. While in high school, he lied about his age to enlist in the Army, but was brought home after two weeks.

D. After graduation, he enlisted again in the Army Air Force.

E. After his discharge in 1947, he attended Compton Junior College and the University of Southern California.

F. After obtaining his B.S. degree, he spent three years in the experimental theater and in writing for little magazines.

G. In 1953, he obtained a job at a San Francisco rendezvous for the beatniks and college crowd -- a night club called the hungry I (I for intellectual). Here he became famous for a wide-ranging, often improvised commentary on life in the anxious age, delivered in a medley of academic and psychiatric jargon of the hipster.

H. Later Sahl scored notable successes at New York's Basin Street East and Copacabana, Chicago's Chez Paree and Mister Kelley's, Los Angeles' Crescendo, Miami Beach's Americana, and Las Vegas' Flamingo.

I. A Variety reporter (August 26, 1959) wrote:

"Sticking to a tieless shirt and crew sweater, Sahl comes on like a beatnik, with this big difference: he's got something to say and a funny way of saying it. There is no subject that's safe from the Sahl scrutiny: President Eisenhower, Queen Elizabeth, veepee Nixon, Lewis Straus, Governor Rockefeller

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee C Protest Through the Arts (Cont.)	and he makes mince meat of them all. It's irreverent, but it's not irresponsible and the forty minutes he's on doesn't seem long enough to cover what's on everybody's mind". J. He has also performed successfully on radio and television. K. He provides home viewers with the same mordant and irreverent remarks that he delivers to night club habitues. L. On June 25, 1955, he married Sue Babior; was divorced in 1957. II. Comments on Career A. Because of his sardonic "little lectures" on the contemporary scene, Mort Sahl has become one of the highest paid rebels without a cause in the entertainment business. B. Women and politicians get the major share of his invective. C. He has often been called the first important political satirist to appear in American entertainment since the departure of Will Rogers. D. He appeared in two Hollywood films, In Love and War and All the Young Men. E. The character which Sahl portrays in these is essentially himself: his movie contract granted him the privilege of writing his own lines. F. His personal idols include Mark Twain, Herman Melville, Tom Paine, Albert Einstein, and George Bernard Shaw. III. Comments on His Satire and Protest A. Subjects of protest 1. Pomposity and materialism 2. Government 3. International affairs	Time, Aug. 15, 1960, pp. 42-48

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee C Protest Through the Arts (Cont.)	D. He continued to help with family finances by sandbagging levees on the Mississippi River, working in a steel plant, loading shells. E. He was a bass drummer in the school band and also became a track star. F. He became president of his senior class, wrote, staged, and acted in his class revue, won the Sumner High School citizenship award, and was offered twelve athletic scholarships to colleges and universities. G. In college he ranked in thrid place for the half-mile in the United States, was captain of the cross-country and track teams, and was named outstanding athlete of Southern Illinois University in 1953. H. He left college after two years and spent two years in the Army, practicing comedy routines in G. I. Shows. I. Unable to find a steady job, he borrowed some money and opened his own night club, the Apex, in a Chicago suburb. J. In 1961 after he replaced the ailing comedian Irwin Corey, at the Playboy Club in Chicago, his success was assured. K. Since then he has had many successful contracts and has appeared throughout the United States. L. He began to write books, cut records and watch his price go up. M. What he describes as his "basic college talk" was recently released in a two-record album: "Dick Gregory: The Light Side, The Dark Side".	Ebony, April, 1970, pp. 73-74
	II. Involvement in Social Problems A. He began to do benefit shows for the Student Non-violent Coordinating Committee, the Congress of Racial Equality, the Southern Christian Leadership Conference and other groups engaged in demonstrations for equal rights. B. In addition to doing benefit shows, he began to take an active part in demonstrations.	

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee C Protest Through the Arts (Cont.)	C. In the last five years, he has fasted himself into gauntness to protest the Viet Nam War. D. He has been jailed in Alabama and Chicago. E. He has run for the Presidency. F. He has left the cabaret for the college auditorium, criss-crossing the country at a phenomenal pace to rap with white kids ("today's niggers", he calls them) on gut social issues. G. Those he has not reached from the podium he has brought the message to in his recordings, poking into war, poverty and other ills with preacher-like fervor. H. He debunks the system with thinly veiled but pointed humor. I. Now he has come full circle, returning to the cabaret circuit. J. He says that he has returned to the nightclubs to pay the rent; but he also feels that leadership both on campus and in the black community has begun to coalesce, allowing him more free time. K. Now he says, "It's more important for my children to see a black face on the TV screen than in a demonstration". L. In June of 1970, he began a 40-day fast to bring attention to the narcotics problem in the country. M. Gregory represents no civil rights organization, but he plays a unique role by working on his own. He spent most of his personal income for the civil rights movement. He pays all of his own expenses when speaking for CORE, NAACP, and other rallies. N. In his profession Gregory uses humor and satire as a means of drawing attention to the Negro problem. He is valuable to the Negro cause because people listen to him. O. He believes that the revolution is not black against white. It is right against wrong. He also believes that people (poor people) must be taught. People or committees who want to help should actually stay and live in a poor man's environment.	Newsweek, June 29, 1970 p. 74

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee C Protest Through the Arts (Cont.)	BUCHWALD, ART (1925 -) I. Biography A. He was born in Mt. Vernon, New York, on October 20, 1925. B. He attended the University of Southern California from 1945 until 1948. C. He married Anne McGarry in 1952. D. They have three adopted children. E. In 1959, he had published seven books, one novel and six collections of his columns. 1. A Gift from the Boys (a novel) 2. Paris After Dark 3. Art Buchwald's Paris 4. The Brave Coward 5. I Chose Caviar 6. More Caviar 7. Don't Forget to Write F. When he reached his seventeenth birthday, he ran away to join the United States Marines. G. He was stationed on Eniwetok, where he edited his outfit's newspaper. H. At the University of Southern California he was managing editor of the Wampus, the campus humor magazine; he conducted a column for the college newspaper; and wrote a variety show called No Love Atoll. I. Impelled by an urge to sample the expatriate life in Paris, he left the University of Southern Califronia in 1948 without taking a degree. He bought a one-way ticket to France. J. His columns about "the lighter things that take place in Europe" soon began to recruit readers on both sides of the Atlantic.	Who's Who in America, 1958-59, p. 380

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee C Protest Through the Arts (Cont.)	II. Comments About His Writing A. Although Paris was usually his beat, Buchwald would go almost anywhere - and do almost anything - to gather the raw material for his columns. 1. He marched in a May Day parade in East Berlin. 2. He chased goats up and down the mountains of Yougoslavia. 3. He climbed trees to get a better view of the races at Longchamps. 4. He traveled all the way to Turkey to get a firsthand impression of a Turkish bath. 5. He made a three-week trip behind the Iron Curtain in a limousine driven by a uniformed chauffeur to show the Communists what a "bloated, plutocratic capitalist really looked like". 6. In 1957 he inserted the following advertisement in the classified column of The Times (London): "Would like to hear from people who dislike Americans and their reasons why. Please write Box R 543". 7. The answers furnished Buchwald with the material for two columns. B. In December of 1957, Buchwald became the subject of newspaper headlines when White House Press Secretary James C. Hagerty attacked one of his columns as "unadulterated rot". 1. Buchwald attacked news briefings about President Eisenhower given by Hagerty by asking such questions as: "What time did the President start eating his grapefruit, Jim"? and "Jim, did the President speak to anyone before retiring"? 2. In his column the following day Buchwald admitted that he "has been known to write adulterated rot, but never... unadulterated rot".	Moritz, Current Biography Yearbook, 1960, pp. 59-60

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee C Protest Through the Arts (cont.)	OTHERS WHO MIGHT BE STUDIED BY THIS COMMITTEE 1. Bob Dylan 2. The Supremes 3. Piri Thomas 4. Ralph Ellison 5. Hohn Howard Griffin 6. Delacroix 7. Matisse 8. Renoir 9. Flip Wilson 10. Godfrey Cambridge	

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee D Peace Movement in America	ANTI - WAR PROTEST	

DR. BENJAMIN McLANE SPOCK

I. Biographical sketch
- A. Benjamin Spock graduated from Yale in 1925.
- B. He ranked first in his class at the College of Physicians and Surgeons at Columbia University.
- C. He became one of the first doctors in America to complete residencies in both pediatrics and psychiatry.
- D. Dr. Spock married Jane Cheney in 1927 and they have two sons.
- E. Of man's nature Spock has said: "Man is naturally endowed with a potential for idealism, spirituality, and creativity that are as real as any of his other abilities".
- F. His literary works are:
  1. Baby and Child Care
  2. Decent and Indecent
  3. Dr. Spock on Viet Nam
  4. Monthly column in Redbook

Spock, Decent and Indecent, Foreword

II. Prominent activities
- A. Besides being the world's most renowned pediatrician, he has been well known in the peace movement since 1962.
- B. In 1969 he retired as supervising pediatrician of Western Reserve's Family Clinic to devote all his energies to the War in Viet Nam.
- C. He participated in anti-draft movement which supported young men whose consciences prohibited them from serving in the armed forces at least as long as the American military expedition in Viet Nam continues.
- D. He was in the delegation that delivered 992 turned-in draft cards to the Department of Justice in Washington, D. C., in October, 1967 with Allen Ginsberg and others.

Moritz, Current Biography Yearbook, 1969, pp. 416-19

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee D Peace Movement In America (Cont.)	E. He was arrested for crossing a police line in a civil-disobedience action at the armed forces induction center. F. He lent his name to such documents as the nationally distributed circular, "A Call to Resist Illegitimate Authority". G. He was brought to trial in Boston in 1968 for "conspiracy" to foment resistance to military conscription. H. He was found guilty with three others but the conviction was overturned by a Court of Appeals in 1969.	
	III. Ideas on Dissent A. How to gain supporters 1. Start campaign with democratic organization a. Call meeting of people potentially interested b. Elect officers and appoint committees c. Make organization known to public d. Take a courteous course of action first	Spock, Decent and Indecent, pp. 165-172
	B. How to right the injustice 1. Request consideration of grievances along with discussion 2. Take on protest activities of increasing militancy a. Leafleting b. Picketing c. A strike of some type d. A symbolic occupation of a building (without obstruction)	
	3. Take more aggressive measures a. Large scale demonstration b. Boycott of some type	Spock, Dr. Spock on Viet Nam, pp. 88-94
	C. Reasons for taking action 1. Show seriousness of concern 2. Make the administration feel obligated to grant reasonable concessions 3. Evince a true concern for humanity	

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee D Peace Movement In America (Cont.)	4. Improve government because injustice inhibits the essence of the American government and the American society IV. Application of Philosophy to a Specific Cause (Viet Nam War) A. Gain supporters 1. American youth 2. Prominent men in American society a. Rev. William Sloane Coffin (Champlain of Yale University) b. Mitchell Goodman (New York journalist) c. Marcus Raskin (White House Disarmament Aide) d. Michael Ferber (Graduate Student) B. Right specific injustice 1. Try to get United States out of Viet Nam C. Ways to fight injustice 1. Write Congressman 2. Write literature on subject 3. Refuse to report to draft boards	Newsweek, February 12, 1968 p. 40 Spock, Dr. Spock on Viet Nam, pp. 88-94

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BETRAND RUSSELL (1872 - 1970)

	I. Early life A. Since Bertie's atheist father, suffragette mother and philosopher godfather, John Stuart Mill, all died before he was 5, his grandparents reared him. B. Grandfather John Russell had been Prime Minister twice and had met Napoleon at Elba. C. Grandfather died when Bertie was 6, leaving the boy to the care of his grandmother, servants, private tutors and finally the professors at Cambridge University. D. At 11, his brother Frank taught him geometry. "This was one of the great events of my life, as dazzling as first "love" he wrote."	Newsweek, Feb. 16, 1970, p. 62

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee D Peace Movement In America (Cont.)	E. Until he was 38, mathematics was his chief interest and his chief source of happiness. F. He married Alys Pearsall Smith, an American Quaker five years his senior. II. Activist Apostle of Peace and Social Experiment A. World War I had turned his pacifism into action 1. He gave antiwar lectures. 2. He abetted conscientious objectors. B. In 1918, he spent six months in Brixton Prison for libeling the American army. C. His writing in the pacifist cause also cost him his point at Cambridge and the affection of many of his friends. D. His strong suits as an intellectual propagandist were wit, fluency and a vast fund of information. E. Over four decades he managed to popularize Western philosophy, atomic physics, relativity and a number of moral questions. F. He proposed trial marriages for university students. III. Pundit, Mathematician, Philosopher A. Among the first to see the dangers of nuclear warfare, he was prompted in 1948, to suggest that the U. S. should force nuclear disarmament on the Soviet Union by threatening immediate war. B. He won the Nobel Prize for Literature, and the Order of Merit which is Britain's highest award for personal achievement. C. During a 1961 prison term he served for civil disobedience in the cause of nuclear disarmament, he wrote that "Kennedy and Khrushchev, Adenauer and de Gaulle, Macmillan and Gaitskell are pursuing a common aim: the ending of human life". D. According to his philosophy, a man, a concept or an object can only be considered to exist in terms of its exact description; this could have a devastating effect on such words as evil or God.	Time, Feb. 16, 1970, p. 22 Newsweek, Feb. 16, 1970 p. 63

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee D Peace Movement in America (Cont.)	E. The aim of his linguistic school was to make over and diminish philosophy. 1. Its traditional function was as a dispenser of wisdom, a guide to right and wrong. 2. The linguistic school saw it merely as a tool to test the truth of limited propositions. F. His first major mathematical work was Principia Mathematica, which he wrote at the rate of 200,000 words in three months. G. His friends questioned his wisdom when he sent hortatory telegrams and letters to heads of state during the Cuban missile crisis. H. He married four times, the last time at the age of 80. I. In 1967, he called the Viet Nam War Crimes Tribunal to serve judgment on alleged American atrocities. J. The alleged hypocritical claim to judicial authority undermined whatever force it might have had on world opinion. K. The Americans in Viet Nam, he said, were "at least as bad as the Nazis". L. In an essay called "Reflections on My 80th Birthday" he confessed that the mathematical structure he had worked so hard to erect was nothing but an illusion. M. By the time he was in his 50's, Bertrand Russell had revolutionized mathematical logic, written twenty books on topics ranging from geometry to Bolshevism, married twice, gone to jail for his pacifist principles and started a progressive school. N. Over the next half century he wrote some 50 books and thousands of letters to friends such as Albert Einstein, married twice more, and devoted himself to organizing world wide efforts to prevent nuclear war. O. Shortly after writing a condemnation of the current Israeli raids on Egypt, he died at the age of 97. P. On the obituary, which he wrote for himself in 1937, he wrote "the last survivor of a dead epoch".	Newsweek, Feb. 16, 1970 pp. 62-63 Time, Feb. 16, 1970 pp. 22-24

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee D Peace Movement In America (Cont.)	FORCES OF STABILITY	

I. Spiro Agnew, Vice President of the United States

A. Biographical sketch

1. Son of immigrants from Greece
2. Served in Armed Forces, good war record
3. Studied law in night school
4. Supported self by working in super market
5. Married, moved to suburbs
6. P.T.A. president, Chief of Zoning Department, county executive
7. Governor of Maryland
8. Vice President of U. S.

B. Activities

1. Role as spokesman for the administration. Says things President is not free to express.
2. Speechmaker expressing conservative views
   a. Attack on news media coverage of administration activities
   b. Called for "fairer" network coverage of President's speeches. Criticized "instant analysis" by commentators.
3. Reacts against campus unrest, violence, intellectuals, anyone critical of administration.
4. Quote from speech in New Orleans, October 19, 1969. "A spirit of national masochism prevails encouraged by an <u>effete corps of impudent snobs</u> who characterize themselves as intellectuals".
   a. Reference to those who oppose administration policies in Viet Nam War.
   b. University faculties and students reacted to his terming them an effete corps of snobs.

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee D Peace Movement In America (Cont.)	5. Believes in old fashioned parental discipline a. Refused to allow his daughter to wear a black armband to school on moratorium day. b. A quote: "It is possible to talk things over with your children and to understand their problems, but you deal with kids on the ultimate level by telling them what to do". 6. Believed that those in government know what is best for country. a. A quote: "You may give us your symptoms; we will make the diagnosis and the, Establishment, will implement the cure". 7. Campaign of 1970. Agnew attacked what he called "Rad-Libs", referring to everyone whose political beliefs were left of center, especially to critics of the war. a. Targets in speeches were drugs, pornography, crime, those soft on law and order, and radical students. b. He was a very successful fund raiser for the Republican Party. $100 a Plate dinners all over U. S. raised millions for the campaign.	

Evaluation or Consideration of the Effect of Mr. Agnew's Speeches:

1. His admirers hail him for speaking out fearlessly on the issues.
2. Critics claim he is divisive, causing polarization and alienation.
3. He is very popular with what he calls "middle Americans in the great heartland of America".
4. If the President were to speak as strongly as Mr. Agnew, he would alienate powerful groups, such as organized labor, the communications media, and the blacks.
5. He is effective to a degree as a "hatchet man - i.e.defeat of Senators Gore and Goodell against whom he campaigned.

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee D Peace Movement In America (Cont.)	6. His use of alliteration and humor make his words memorable and assure him of wide publicity. 7. Sometimes he exaggerates to make a point so that he tends to set up straw men. For example, he reacted to criticism of administration spending priorities: "There are those who say we should divert space funds to poverty programs. Yet this reasoning in specious. Would these critics plead to cut off medical research funds? Would they ask Congress to stop building a fine arts center, to sell the treasures from the National Galleries, to shut the doors of the Smithsonian? Of course not. We do not need to sacrifice either knowledge or beauty on compassion". -Speech to Western Governors' Conference July 28, 1969.	Newsweek, Time Magazine

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee D Peace Movement In America (Cont.)	A STUDY IN ACTION AND REACTION Peace Mobe and the Silent Majority, Forces of Change and Forces of Stability I. Stability- President Nixon explains his policy in Viet Nam and appeals to a group he calls the "silent majority" for support. A. Quotation from the speech: "If a vocal minority, however fervent its cause, prevails over reason and the will of the majority, this nation has no future as a free society...So, tonight, to you, the great silent majority of my fellow Americans, I ask for your support. I pledged in my campaign for the Presidency to end the war in a way we can win peace..The more support I can have from the American people, the sooner that pledge can be redeemed. For the more divided we are at home, the less likely the enemy is to negotiate in Paris. Let us be united for peace. Let us also be united against defeat. Because let us understand - North Viet Nam cannot defeat or humiliate the United States, only Americans can do that". T.V. Speech B. Reaction: 1. The President received over 70,000 telegrams and letters. 11 to 1 in his favor. 2. 200 Congressmen signed a resolution in favor of his plan. II. Change- Student reaction to President's speech A. Peace Mobe plans "March Against Death". 1. October Peace moratorium in Washington draws about 250,000 peaceful demonstrators, in San Francisco about 200,000.	Vital Speeches Vol. 36, Nov. 15, 1969

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee D Peace Movement in America (Cont.)	2. Colleges all over U. S. observe moratorium with marches and speeches, rallies. 3. Washington demonstrators addressed by Dr. Spock, Coretta King, Dick Gregory, Folk guitarist Pete Seeger, and singer Fred Kirkpatrick. 4. Demonstration peaceful except for a few radicals who get out of patience with peaceful demonstration. Confrontation at Department of Justice. Students routed by tear gas, etc. 5. "March of Death" - 42,000 marchers carry name of one U. S. serviceman killed in Viet Nam War on one village destroyed. March from Arlington Cemetery, past White House to Capitol. Deposit name in coffin there. 6. 2,000 demonstrators act as marshals to control the crowd. III. Stability - Veterans' Day, November 11th Counter Demonstration A. Governor Regan urged the "silent majority" to "demonstrate by some means - visible means". B. Veterans' organizations and those in favor of the U. S. policy in Viet Nam plan mass meeting at Washington Monument. About 4,500 attend.	

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STRATEGY	CONTENT	MATERIAL

V. Information Retrieval

Committee D

Peace Movement in America (Cont.)

FORCE OF STABILITY - THE FAR RIGHT

I. The John Birch Society

A. Background

1. Founded in 1958 by Robert Welch, who is still the leading figure.
2. Named for Capt. John Birch, U. S. serviceman killed by Chinese Communists.
3. Semi-secret society. Rigidly controlled by officers
   a. Dues for men $24.00, for women $12.00
   b. Membership can be revoked at any time by a duly-constituted officer and no reason need be given.
4. Originally saw everything they objected to as a Communist plot, present day philosophy very confused, seem to think even Communism is just a "front" so that unnamed "insiders" can "take over".
5. Work on projects to meet their goals.

B. Goals, aims, targets of Birchers

1. Anti-Communist goals:
   a. Tend to see all opponents are either Communists or Tools.
      "Beyond any reasonable doubt, Dwight Eisenhower is a dedicated, conscious agent of the Communist conspiracy". (-Welch)
   b. Oppose all trade or aid to Communist nations
   c. Oppose sex education in the schools as being Communist.
   d. Generally racist. Consider Martin Luther King to have been a Communist, and oppose the Black Panthers.
   e. Some programs of the Birchers include:
      1) MOTOREDE - Move to Restore Decency (anti-pornography)
      2) SYLP - Support Your Local Police
      3) TRAIN - To Restore American Independence Now
      4) TACT - Truth About Civil Turmoil

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee D Peace Movement in America (Cont.)	C. Membership 1. 60,000 to 100,000 members. 4,000 chapters in U. S. Most in California 2. Budget over ten million a year 3. Own publishing house. Publish books and magazines as well as newspaper, Review of the News. a. Bulletin read by about 200,000 people. 4. Many policemen members - controversy over impartiality of police if members of Birch Society.	

OTHER GROUPS OF EXTREME RIGHTISTS

I. The Christian Crusade: for Christ Against Communism. Fundamentalist Christian Evangelist - in south. Opposed to: liberal ministers, National council of Churches, Martin Luther King, Black Panthers, Sex and Pornography and dirty movies, the Eastern press and college radicals, and sometimes even against Nixon and Agnew. All of above are considered to be communist plots.

II. Rev. Car Macintire - Twentieth Century Reformation. Similar to above, also uses radio and evangelistic techniques.

III. Liberty Lobby
A. 20,000 members, pay dues $12.00 a year
B. Support corps of paid lobbyists in Washington
C. SOS - Save our schools, anti-bussing, racist.
D. Against sex education, pornography, etc.
E. Favor legalizing school prayers.

IV. Life Line Foundation

V. Manion Forum

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee D Peace Movement in America (Cont.)	Techniques: 1. Letter writing campaigns - to legislators and to newspapers 2. Petitions - 1,500,000 on petition against trade with communist nations. 3. Pressure on merchants to carry California grapes (during Chavez strike) 4. Infiltrate PTA to prevent sex education in schools and to assure that nothing will be taught about communism. 5. Bumper stickers - support your local police. 6. Forming "front" committees Supporters: 1. Conservatives and their "lunatic fringe" 2. Financial support in particular from wealthy business men a. H. L. Hunt, millionaire food sales b. Walter Knox - Knot Farm near Disneyland c. Patrick Frawley - Schick - Eversharp, Technicolor, Inc. (Sen. Murphy, California, was on his payroll) OTHERS WHO MIGHT BE STUDIED BY THIS COMMITTEE 1. Senator Goldwater 2. William Buckley 3. J. Edgar Hoover 4. John Mitchell 5. Dr. Carl McIntyre	

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STRATEGY	SUGGESTED REPORTING ACTIVITIES
VI. Reporting Committee Findings	In addition to oral or written reports, the following activities are suggested to provide variety.

1. Show films, slides or transparencies to illustrate ideas.
2. Prepare a display of newspaper articles and magazine stories.
3. Display books about the topic--particularly display books studied.
4. Display the letters to editors which were collected.
5. Use the posters and slogans as a basis for a panel discussion.
6. Distribute ditto copies of your presentation to the class for discussion. (This would work well with the principle of non-violence.)
7. Decorate the room with art work--the montages and collages made by students and prints of paintings.
8. Have a concert of protest songs. If this wasn't done as an introductory activity, make it a mix of "live" and recorded songs.
9. Distribute the words to some of the songs--such as "Ain't Gonna Study War" and have a sing along.
10. Prepare a petition on some issue and circulate it among the class for signatures or better yet, make several different opinions and see which will get the most signatures.
11. Have a speaker who has strong views on an issue present his side to the class, then see how many people have changed their opinion about the topic.
12. Play the tape recorded interviews and have a class discussion about the views expressed.
13. Present the debate.
14. Give the class copies of the questionnaire you wrote and tell the results of the survey made.
15. Present the skit about action and reaction.
16. Play the best parts of the political satire records or the taped composite.

These ways of presenting information are the reporting activities appropriate to the information retrieval activities suggested. It is hoped that the students will use their imagination and make their committee reports interesting as well as informative.

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VII. Overview

The purposes of this section are:

1. To determine if the questions originally posed by the class at the beginning of the unit have been answered.

2. To review and clarify the major information gained by the class.

3. To determine if the class has new questions which it or individuals, feel a need to have answered.

4. To inquire into the broader meanings of the specific facts through the teacher's exploring some of the "big questions" which overreach all committees, for example:
   a. Is peace a worthy goal? To whom is it not? Is war part of men's nature?
   b. How have you been taught the philosophy of peace? of War?
   c. What methods of peace-making do you believe are most effective? Why?
   d. What methods of protest have been tried?
   e. Are demonstrations effective?
   f. Is civil disobedience counter-productive?
   g. What reactions are produced by protest?

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VIII. Generalizations

The overview leads most naturally to student activity geared to inferring basic principles or "laws" of human behavior. From the study of this unit, the skilled teacher may be able to guide the class in inductive reasoning which may culminate in their reaching some of the following generalizations (stated in their own words, of course):

1. One of the basic incitements to violence has been that there was not enough of the world's goods to go around among the many claimants, even with the low standards of living accepted as normal in a given time.

2. Prestige is wielded in the modern world through control over or access to the formal channels of mass communication--press, radio, film, and in another respect, church and school.

3. Of all such monopolies (of power) the most immediately fatal to democracy is the monopoly of the media of opinion.

4. The greater the degree to which members of one group perceive the behavior of another as being hostile, the more the communication between the two groups will be reduced.

5. The creation of stereotyped patterns of behavior by the mass media of communication operate toward the maintenance of the going social and cultural structure rather than toward its change.

6. Inherent in the association of human beings in society is the problem of regulating the power of some individuals or groups over others.

7. As a social movement continues to grow, it acquires a framework of organization.

VIII. Generalizations (cont.)

8. In a complex society, associations tend to be specialized so that each stands for a particular type of interest or interest complex.

9. Every type of great association has at one time or another been considered subversive.

10. The continuing and most inclusive issue of politics is the relationship between the liberty of the individual and the authority of the state or government.

11. A democratic society derives its strength from the effective functioning of the multitude of groups which it contains.

12. Individuals and groups oppose vigorously government regulation of their activities, and support vigorously government activities that directly benefit them.

13. Out of a situation of social unrest and dissatisfaction, a state of social disorganization, there will arise sooner or later individuals who lead the sufferers in protest.

14. An increase in the drgree of violence leads to an increase in the degree of repressive reaction.

15. Protest movements need to escalate pressure when social institutions are found to be unresponsive.

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IX. Culminating Activities

SOME SUGGESTED CULMINATING ACTIVITIES

1. Prepare a program of protest songs, satire, and art, and offer to present it to some club at school or in the community.

2. Write letters to the local newspaper--or compose one letter representing the views of the class, or two, representing opposing views and circulate them among the class for signatures. Send them to the Letters-to-the-Editor column.

3. Use some of the peaceful non-violent techniques to seek a needed change in school government.

4. Distribute a list of the rules of non-violence to members of the community.

5. Display posters, slogans or bumper stickers in the hall or ask for permission to use the display case. Be sure to include a diversity of opinion and to get across the idea that peaceful expression of opinion is an important American right.

6. Take part in a peaceful march or demonstration. Sign up for a course in non-violence.

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Conscience in America: A Documentary History of Conscientious Objection in America 1757-1967. Edited by Lillian Schlissel. 55 documents follow the course or conscientious objection as it developed in the U.S. from colonial times to the present. Personal responses of men who listened to an inner voice when all the nation heard drums of war. The collision between individual conscience and the power of the nation. Dutton. 444 p. $2.75

Dissent and Decision: I Protest--The Democratic Way. By Gordon Stanton and Noel Leigh-Taylor. Short history of dissent in America, discusses current problems and conflicts dealing with freedom of expression, religion, due process and equal protection of the law. Approach is that positive dissent raises questions that lead to new ideas and better understandings. Includes topics for further study, questions to stimulate discussion, glossary. Y.E.S. 68 p. $1.50

Expanding Liberties: The Emergence of New Civil Liberties and Civil Rights in Postwar America. By Milton R. Konvitz. Traces the expansion of old liberties (Bill of Rights) and the evolution of new ones in the quarter century since WW II. Goes through the depths of decisive cases in the areas of religious liberty, censorship and civil rights. Viking. 427 p. $2.25

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